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AN ATTITUDE SURVEY OF
CAREER DEVELOPMENT
IN THE
NAVY SUPPLY CORPS

BY
VINCENT PASCAL GIULI

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AN ATTITUDE SURVEY OF CAREER DEVELOPMENT
IN THE NAVY SUPPLY CORPS

A THESIS
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
for the degree
MASTER OF ARTS

DIVISION OF CORRELATED STUDIES

BY
VINCENT PASCAL GIULI

EVANSTON, ILLINOIS

JUNE, 1950

The author wishes to acknowledge the assistance given him by Dr. Irwin A. Berg, Associate Professor of Psychology, and to express gratitude for his many valuable suggestions. The generous cooperation of the Supply Corps Officers who answered the Career Development Questionnaire and others who contributed to its improvement is also acknowledged.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
INTRODUCTION	1
The Supply Corps	1
Executive Development in Industry.....	2
Supply Corps Officer Development Programs	5
Statement of the Problem.....	8
PROCEDURE	10
Collection of the Data.....	10
Development of the Questionnaire.....	11
Selection of the Sample.....	12
RESULTS	13
Personnel Participating in the Survey....	13
Responses to Objective Questions.....	19
General Comments Received.....	68
DISCUSSION AND INTERPRETATION	71
General.....	71
Personnel Organization and Policy.....	72
Personnel Tools and Records.....	76
Training.....	79
Incentives.....	83
Related Factors.....	85
SUMMARY AND CONCLUSIONS	88
The Situation.....	88
Recommendations.....	90
BIBLIOGRAPHY	93
APPENDIX	95
A. Supply Corps Officer Schools.....	95
B. Scope of Promotion Examinations.....	97
C. The Questionnaire.....	98
D. The Questionnaire Letter of Trans- mittal.....	104

LIST OF TABLES

Table	Page
I Participation of Officer Personnel Sampled by Rank.....	14
II Personal and Service Data of Participants by Rank.....	15
III Placement Data of Participants by Rank.....	18
IV Organization Principles not Regularly Observed at Duty Stations Where Participants Have Served.....	20
V Span of Control Exercised by Participants on Current Assignments by Rank.....	22
VI Relative Responsibility of an Officer-in-Charge for Station Operation and Officer Development as Evaluated by Participants....	23
VII Relative Importance of Factors Influencing Assignment of Officers to Billets of an Organization.....	25
VIII Adherence to the Placement Policy Established in Table VII as Observed by the Participants	27
IX Attitudes Toward Effectiveness of the Qualification Jacket by Rank of Participants	29
X Frequency of Opportunity Afforded Participants for Visual Review of Their Fitness Reports by Ranks.....	32
XI Comparison of Desire and Opportunity Afforded for Frank and Comprehensive Discussion of Fitness Reports by Rank of Participants.....	33
XII Comparison of Preferred and Observed Bases for Fitness Report Detail Recommendations for Future Assignment of Participants.....	37
XIII Participation in Training, Development or Guidance Programs by Personnel other than Students	39
XIV Effectiveness of Officer Training and Development at Duty Stations where Participants have Served.....	43

Table	Page
XV Effectiveness of Officer Indoctrination at Duty Stations prior to Assignment of Officers to Duty.....	45
XVI Rated Effectiveness of Specific Developmental Techniques Observed by Participants.....	47
XVII Rotation Through Various Assignments at Duty Stations as Experienced and Evaluated by Participants.....	48
XVIII Areas in which Participants have Received Training or Guidance During Naval Service	51
XIX Experiences of Participants at Duty Stations Relative to Opportunity for Improvement of their Individual Qualifications.....	52
XX Comparison of Preferences and Experiences of Participants Toward the Manner in which Instructions are Transmitted by Superiors.....	55
XXI Relative Importance of Factors Experienced as Stimulants to Ambition or Initiative of Participants.....	57
XXII Source of Benefits Derived from Training and Guidance received at Various Duty Stations where Participants Served.....	59
XXIII Relative Importance of Factors in Service Experience of Participants which have Contributed to their Qualifications for more Responsible Positions.....	60
XXIV Allocation of Responsibility for the Training and Development of Individual Officers.....	62
XXV Effectiveness of Training in Navy Civilian Personnel Instructions and Verbal Expression.....	63
XXVI Shortage of Well-qualified Officers in the Supply Corps.....	65
XXVII Interest Evidenced in the Career Development Questionnaire.....	67

INTRODUCTION

The Supply Corps. "The Supply Corps is the business arm of the Navy (22, p. 3)." Conduct of the Navy's business affairs requires operation of a world-wide materiel distribution organization to serve the materiel needs of the Navy, disbursement of federal funds to meet obligations of the Navy, maintenance of accounts pertaining to funds and property of the Navy, operation of facilities for the subsistence of naval personnel, control of freight and shipping of naval property, operation of retail stores established for the welfare of naval personnel, and a miscellany of complementary functions (21, p. 49).

These functions are accomplished through a variety of Supply Corps organizations which may be categorized as either integral organizations of the corps or staff organizations of other integral naval installations. Integral organizations of the corps include Purchasing Offices, Depots, Supply Demand Control Points, Market Offices, Regional Accounts Offices, Freight Control Offices, Accounts Disbursing Offices, and Cost Inspection Offices. Those which are normally staff organizations of other integral naval installations include Supply Departments, Accounting Departments, Fiscal Departments, Exchanges, Commissary Stores, General Messes, and Disbursing Offices.

These organizations have their civilian analogues in business and industry. The range of comparable organi-

zations includes banks, mail order houses, retailing establishments, restaurants, purchasing agencies, accounting firms, freight agencies, and others. It has been stated that "of all Navy billets those in the Supply Corps most resemble jobs in private industry (22, p. 3)." For this reason and also the fact that a close working relationship with components of the nations industrial potential must be maintained "the officers of the Supply Corps must know not only Navy procedures but civilian practices as well (20, p. 5)."

In view of the foregoing it is appropriate to examine briefly the status of management training in business and industry. Consideration of industrial philosophies and practices in this area is essential in order to assure comprehensive treatment of the subject under investigation.

Executive development in industry. Management is rapidly gaining universal recognition as a vocation for which people must be trained. The conception that "experience is the best teacher" no longer connotes simply "learning by doing" as it once did (17, p. 316). The shortcomings implicit in such a philosophy are succinctly illustrated to all supervisory personnel of the New York Central System (2, p. 10-5) as follows:

Many of us were our own teachers; we learned by trial and error. But we would have gotten along faster and better, and things would have been much more efficient in the department, if we had been

given a little more attention, and if we had been given better instructions.

Widespread realization of these limitations has in recent years brought about a shift in emphasis within the field of management. The techniques of management, formerly of paramount importance, are today being relegated to a secondary position by the movement toward integration of company objectives with those of its individual members. Given (12, p. 1), President of American Brake Shoe Corporation, concludes that "Lately businessmen have come to realize that success and progress of an enterprise is the sum-total of the success and progress of its people."

The executive and the supervisor merit particular consideration in this regard. As individuals they are understandably concerned with their own personal careers. At the same time they are responsible for implementing organizational policy. In this latter capacity they exercise extensive control over the performance and development of their subordinates (10, p. 65).

The importance of having fully qualified personnel in all key positions is difficult to overrate. Effective selection practices coupled with comprehensive training are prerequisites to realization of this condition (19, p. 1). The characteristics of "fully qualified personnel" in this sense is more than mere technical know-how. Miles (14, p. 141) states that "Efficient management requires particular attitudes, interests and aptitudes as well as a

firsthand knowledge of the work to be done." Schell (16, p. 21) corroborates this viewpoint with added emphasis on attitudes which he considers of primary importance. Davis (9, p. 6) places particular emphasis on a background of principles which he states cannot necessarily be compensated for by experience and intelligence. Though each of these views differ somewhat it is interesting to note that experience, though entirely purposeful, is not in itself considered sufficient for qualification of key personnel.

"The development of people to do the work of an organization is too important to be left to chance (16, p. 2)." Accordingly, "practically all the better managed industries of any magnitude are now interested in some form of executive and supervisory training (17, p. 316)." These have been appropriately classified by Collinson (5) into two categories; on-the-job and off-the-job training, either or both of which may be operative in various concerns.

On-the-job training, or development as it is popularly termed, refers to techniques such as understudy assignments, rotation through various positions, consultative supervision, participation in committees, lectures, conferences, and examples of superiors.

Off-the-job development refers to: College or University education; participation in outside activities of a professional or fraternal nature; extra-duty assign-

ments such as management of company sponsored welfare or recreational activities; and correspondence courses.

Holden, Fish and Smith (13, p. 108) in a recent survey of a number of leading industrial corporations, found that:

The general consensus among companies which have comprehensive programs is that the most profitable and effective training is training on the job for the job, as well as the training of selected candidates for the job ahead. This type of training is specific and purposeful rather than general and abstract and is fundamental to the interests of both the individual and the company.

Although the specific methods employed vary between different organizations they all have one purpose in common; the promotion and perpetuation of efficient management (13, p. 115).

Supply Corps officer development programs. The importance of training has always been recognized as a requisite to the efficiency of the naval establishment (15, p. 5). As Cope (6, p. 177) has expressed it, "We are never finished with schooling in the Navy; even the admirals go to school, and continue study of their profession as long as they serve." The Chief of Naval Operations in his last report to the Secretary of the Navy (1, p. 38) stated: "The Navy maintains a policy of assuring all its personnel continuous professional training." The concept underlying this policy (3, p. 8) is that:

The continued efficiency of the Navy depends more upon the constant and balanced development of its personnel than upon any other single factor.

Responsibility for carrying out this policy is fixed by Navy Regulations upon the various bureaus of the Navy Department (21, p. 45) and upon all commanding officers (21, p. 83). In general academic training through Navy, military and civilian institutions is coordinated by the bureaus and development of personnel while on the job is coordinated by commanding officers.

The development of Supply Corps officers is accomplished by various means: rotation of duties, education, training in industry, the Navy Work Improvement Program, and training on the job.

Rotation through carefully selected tours of duty both at sea and ashore is fundamental in the naval service. This is the principal means of officer development; the objective being "the transfer of individuals after relatively short tours of duty to billets requiring broader responsibility (1, p. 35)." Normal tours at sea currently approximate eighteen months in duration and shore duty usually ranges from two to three years. Duration of tours ashore are on a sliding scale which increases with advancement in rank.

The rotation program is synchronized with full-time education in schools and colleges (See Appendix A). However, due to monetary, time and personnel limitations a complete program of this kind is not available to all officers (4, p. 8). Approximately nine percent of the Supply Corps officers are currently participating in this

program, most of these are receiving basic indoctrination and education. Opportunity for professional self-education is also afforded through the Navy Correspondence Course system (7, p. 54) which offers courses on most aspects of Supply Corps work as well as military subjects.

A "training in industry" program (20, p. 5) was inaugurated May 1946 under sponsorship of the Bureau of Supplies and Accounts and the Navy Industrial Association for the purpose of establishing a close working relationship between the Navy and Industry. Supply Corps officers participating are assigned to leading industrial corporations for a period of three months during which they are given an over-all picture of daily operations of the business and not infrequently actually take over a particular position. Participation is rather limited since the program is normally an adjunct to post-graduate training in business administration. However, it is being extended in application and is being modified to provide for temporary exchange of personnel between the Navy and Industry.

The Work Improvement Program (23, p. 230) is directed by the Under Secretary of the Navy through the Office of Industrial Relations. This program, designed primarily for civilian personnel, is conducted at all activities with three hundred or more civilian employees. Commanding officers are instructed to require officer personnel to participate in the advanced supervisor training phase (23, p. 230-19). Presentation is primarily by

lectures given during regular work hours which cover four management topics, two human relations topics, and sixteen civilian employment topics.

In addition to the foregoing developmental techniques specific provision for training while on the job is made by Navy Regulations (21, p. 83). These provisions are as follows:

The Commanding Officer shall: endeavor to increase the specialized and general professional knowledge of personnel under his command by the frequent conduct of drills, classes, and instruction...; Encourage and provide assistance to the personnel under his command who seek to further their education in professional or other subjects; (and), Detail... (officers with less than two years commissioned or warrant service)... to as many duties successively as practicable. This rotation of duties should be completed during the first two years of the officer's commissioned service.

The Bureau of Supplies and Accounts Monthly Newsletter occasionally includes brief articles describing training programs at certain naval activities. However, since responsibility for these programs is decentralized, information concerning methods commonly employed could not be ascertained by means of available literature.

Statement of the problem. The various training programs of the Supply Corps are designed to provide for constant and balanced development of its officer personnel in accordance with Navy training policy. This objective requires comprehensive training and guidance of personnel during their entire service careers. Business and Industry has found that this objective can best be met by development of personnel while serving on a job. In view of

limited information available, there exists a need for appraisal of this area of training in the Supply Corps.

The need for such an appraisal is also supported by consideration of other factors. These are as follows:

1. Limited participation in advanced educational programs, the Training In Industry and the Work Improvement Programs.

2. Gerhardt's recommendation (11, p. 68) that research be conducted to determine "the adequacy and potentials of training provided by the rotation of billets at major supply activities to give the individual officer a well-rounded understanding of the Supply Mission."

3. The possibility that tours of duty may be extended in duration as a means of curtailing federal expenditures required for transfer of naval personnel and their dependents.

It is the purpose of the present study to meet this need by an exploratory survey of a representative sample of Supply Corps officers. Information required concerns the nature, extent and effectiveness of prevailing practices as well as the attitudes of officer personnel toward them. It is expected that this information will provide a fairly accurate picture of officer development within organizations of the Supply Corps. It is also anticipated that the findings will provide a basis for specific recommendations whereby the effectiveness of officer development in the Supply Corps may be improved.

PROCEDURE

Collection of the data. The present study was initiated by a review of literature in the field of executive and naval officer development. The increasing emphasis on industrial efficiency has brought forth a wealth of material on the subject of organization and management. An important aspect of management which is comprehensively discussed pertains to personnel development both on the job and off the job. On the other hand literature concerning this subject in the Navy Supply Corps deals primarily with officer development off the job and only to a limited extent with the aspect of development on the job. These sources of information were utilized for introductory material, as a basis for the questionnaire and also in the discussion of findings.

The primary method of research consisted of a mailed questionnaire (See Appendix C) which was developed to accomplish the specific purpose of the present study. These questions were designed to elicit from the officers sampled, facts, opinions and experiences pertaining to developmental practices observed or utilized in their career development. The questionnaire was distributed on January 17, 1950 and the last of the questionnaires returned was received on March 16, 1950. Data obtained from this source provided a body of evidence from which the present status of Supply Corps officer development on the job was evaluated.

Development of the questionnaire. The first step in the construction of the questionnaire was the phrasing of questions designed to elicit pertinent attitudes and experiences of officers sampled. Several questions were also developed to provide data by which the individual officers could be classified for evaluation purposes. In order to facilitate responding to the questions the multiple choice and gradation of values form was used wherever possible. In those cases where objective questions were not satisfactory free-response questions were developed. The immediate objective in phrasing the questions was to provide simple and direct inquiries. Space was provided following those items which it was thought would provoke comment.

A letter of transmittal was also prepared (See Appendix D). The purpose of this letter was to explain briefly the reason for the survey and to assure the participants that their anonymity would be preserved.

These questions and the letter of transmittal were then submitted for analysis to the thesis adviser and certain officer personnel stationed in the area. This testing procedure resulted in several improvements to the prospective questionnaire.

The final step consisted of reproduction of the questionnaire and letter of transmittal and mailing of them to the officer sample. Each letter of transmittal was signed and franked, self-addressed envelopes were enclosed.

Selection of the sample. The stratified sample (8, p. 28) was selected as the most appropriate sampling technique particularly in view of officer ranks, gradations of military authority. The strata consisted of the ranks of Ensign through Captain. The rank of Admiral was not included in the survey since the maximum sample of this stratum was only two officer personnel. A proportionate sample, ten percent, was randomly selected in each stratum. A directory of officers was obtained from the Bureau of Supplies and Accounts (Code OPT) for this purpose. The entire sample thus consisted of three hundred and two officer personnel throughout the naval establishment.

Analysis of the sample indicated that one hundred and eighty individual naval stations were represented, or approximately an average of one and two-thirds officers per station. Twelve types of naval organizations were principally involved such as ships, air stations, depots, staffs, schools, shipyards, hospitals, etc. With regard to geographical location of personnel, fifty-two were found to be aboard ships, thirty-nine ashore outside the United States, and the balance within the continental limits of the United States.

RESULTS

Personnel participating in the survey. Table I presents data on participation of the personnel sampled. Two hundred and five questionnaires were returned for an average response of 67.9 per cent of those queried. Most of the returned questionnaires, 155, were received within two weeks after mailing. The balance, principally those from personnel stationed aboard ships or outside the continental limits of the United States, were received in the following six weeks.

Of the 205 questionnaires returned six were not completed. Three of these were returned intact because the addressees had been transferred to new locations and forwarding addresses were unknown. The other three were returned by Ensigns who having had little service preferred to refrain from completing the questionnaire. The following statement is quoted from a letter received from one of these Ensigns:

I regret that I must return your questionnaire unanswered, but I do not possess enough experience to give you any benefit from my answers.....In the four and one half years I have been in the Navy I have been attending schools and have not held any responsible positions of authority.

Similar reasons were given by the other two Ensigns. Excluding this rank from the participating group the average response was 72.3 per cent.

Table II presents data pertaining to personal characteristics and naval service particulars of the personnel returning completed questionnaires. Excepting the rank of Captain, age distribution within the ranks is markedly

TABLE I

PARTICIPATION OF OFFICER PERSONNEL SAMPLED
BY RANK

Officer Rank	Number Sampled	Questionnaires Returned			
		Complete	Blank*	Total	Per cent
Capt....	8	4	-	4	50.0
Cdr.....	34	28	-	28	82.4
LCdr....	61	42	1	43	70.5
Lt.....	74	49	1	50	67.3
LtJG....	76	57	1	58	76.3
Ens.....	49	19	3	22	44.9
Total..	302	199	6	205	67.9

*Address changes and limited service of addressees.

Source: Initial distribution list and responses received.

TABLE II
PERSONAL AND SERVICE DATA OF PARTICIPANTS
BY RANK

Category	Capt. N=4	Cdr. N=28	LCdr. N=42	Lt. N=49	LtJG N=57	Ens. N=19
Age in years						
Mean.....	46.0	39.1	36.0	33.7	29.2	25.7
Std. Deviation.....	1.0	5.2	5.9	4.0	4.7	3.9
Education						
Some High School.....	-	-	2	4	5	1
High School Grad.....	-	1	4	3	6	1
Some College.....	-	7	5	5	18	-
College Grad.....	2	9	19	21	15	16
Post-Graduate.....	2	11	12	16	13	1
Officer Status						
Regular.....	4	26	38	46	48	18
Temporary.....	-	-	2	-	7	1
Reserve.....	-	2	2	3	2	-
Duty Classification						
General Service.....	4	26	37	44	52	18
Specialty.....	-	2	5	5	5	1
Commissioned Service						
Mean years.....	24.0	11.5	8.9	7.3	5.2	3.3
Std. Deviation.....	2.6	1.9	3.7	.7	2.4	1.6
Other Active Service						
No. of Officers.....	-	5	11	21	47	18
Per cent of N.....	-	17.9	25.6	43.8	82.5	94.7
Mean Years.....	-	2.8	11.1	7.1	4.8	3.1
Std. Deviation.....	-	1.5	5.0	5.5	3.7	2.3

Source: Responses to questions number two, three, four, five and six of the questionnaire.

PERCENTAGE OF TOTAL FISHING BOATS (BOATS)
BY TYPE

Boat Type	1950	1951	1952	1953	1954	1955
Small boats	7.7%	7.8%	7.7%	6.8%	6.1%	4.4%
Medium boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Large boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Motor boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Hand boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Other boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Small boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Medium boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Large boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Motor boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Hand boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Other boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Small boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Medium boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Large boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Motor boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Hand boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Other boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Small boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Medium boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Large boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Motor boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Hand boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%
Other boats	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%

Source: Fisheries in Queensland 1950-51, 1951-52, 1952-53, 1953-54, 1954-55, 1955-56.

skewed toward higher age levels. This was due principally to non-commissioned service of persons in each of these ranks. It was also noted that some persons appeared to have entered the naval service when older than the usual age of entry. Over one fourth of the participants, 27.6 per cent, have completed at least one year of post-graduate work, 41.2 per cent are college graduates, 17.6 per cent have completed an average of 2.4 years of college and the remaining 13.6 per cent have not attended college. The bulk of the participants, 90.4 per cent, are regular officers, the others being temporary and reserve officers. The majority of the participants, 91 per cent, are classified as general service officers, the others being specialists. The differences between mean years of service in each rank approximates two years excepting between the rank of Commander and Captain which is a difference of twelve years. An inverse relationship between ranks of officers and the proportion of officers with active service other than commissioned is well defined. This category does not include service at the Naval Academy. In the rank of Captain none of the participants have any active service other than commissioned; however, with each adjacent and junior rank the proportion of officers with other active service increases progressively to a high of 94.7 per cent of the Ensigns. This distribution also is markedly skewed by several persons in each rank with extremely long non-commissioned active service.

Table III presents the particulars concerning the current placement of officers participating in the survey. Each of the principal types of organization are equally well represented in terms of the sample distributed. Types of organizations classified "Other" includes Schools, Exchanges, Commissary Stores, NROTC Units, and a variety of singular organizations such as Island Trading Companies, Market Offices and Supervisory Cost Inspection Offices. The assignment of the participants within these organizations is distributed among every supervisory and executive level. The positions classified "Other" include fourteen students, sixteen personnel as assistants to other officers, six instructors, four exchange officers, three logistics planners, two liaison officers, two hospitalized officers and a miscellany of other positions. Eighty-six and nine tenths per cent of the participants supervise other personnel either directly or indirectly. Those few exercising supervision only in indirect fashion are in advisory positions and in positions as assistants to other officers. Those exercising no supervision include the students, hospitalized personnel, some staff personnel and several of the assistants to other officers. The personnel supervised by the participants include all categories of naval personnel. Sixty-four per cent of the participants in supervisory positions exercise supervision over civilians, 60.7 per cent exercise supervision over enlisted personnel and 38.7 per cent exercise supervision over officer personnel. Fifty per cent of the participants

TABLE III

PLACEMENT DATA OF PARTICIPANTS
BY RANK

Category	Capt. N-4	Cdr. N-28	LCdr. N-42	Lt. N-49	LtJG N-57	Ens. N-19
Organization						
Depot.....	-	4	1	6	13	2
Control Point.....	-	-	3	5	3	-
Purchasing Office...	-	-	2	2	-	-
Dept. Ashore.....	1	6	7	12	9	1
Dept. Afloat.....	-	-	5	6	13	10
Disbursing Office...	-	-	4	3	6	3
Staff.....	2	12	11	10	-	-
Other.....	1	6	9	5	13	2
Position						
In Charge.....	-	2	6	2	1	-
Executive Ass't.....	-	9	2	3	1	-
Department Head.....	2	3	15	15	13	6
Division Head.....	-	4	8	12	22	8
Other.....	2	10	11	17	20	5
Exercise Supervision						
Directly.....	2	21	35	39	52	16
Indirectly only.....	-	-	1	4	3	-
None.....	2	7	6	6	2	3
Personnel Supervised						
Officer only.....	1	1	-	2	1	-
Officer & Enlisted..	-	-	12	3	6	-
Officer & Civilian..	1	8	3	5	-	-
Enlisted only.....	-	2	2	6	14	12
Enlisted & Civilian..	-	1	5	8	10	-
Civilian only.....	-	1	6	12	23	4
All categories.....	-	8	8	7	1	-

Source: Responses to questions number seven, eight, nine and ten of the questionnaire.

in supervisory capacity exercise supervision over more than one category of naval personnel.

Responses to objective questions. With a few exceptions in every rank the objective questions of the questionnaire were all answered by each of the participants. For this reason it will be observed that the number of responses (N) reported usually varies slightly from the number of participants returning completed questionnaires. In many cases additional information was offered by participants through specific comment supplementing responses to the objective questions. Evaluation of the data by rank of the participants revealed little or no variance except in a few instances which have been noted.

Table IV presents the responses to question thirty-four of the questionnaire, "Which of the following requisites for effective organization of personnel were not regularly observed in activities at which you have served?" Thirty-nine per cent of the participants indicated single exceptions, 30.0 per cent indicated two or more exceptions and 31.0 per cent indicated that all of the principles concerned had been regularly observed. The proportion of officers in each rank reporting exceptions to these organizational principles was 50.0 per cent of the Captains, 67.9 per cent of the Commanders, 57.1 per cent of the Lieutenant Commanders, 71.1 per cent of the Lieutenants, 80.0 per cent of the Lieutenants Junior Grade and 68.8 per cent of the Ensigns.

TABLE IV
ORGANIZATION PRINCIPLES NOT REGULARLY
OBSERVED AT DUTY STATIONS WHERE
PARTICIPANTS HAVE SERVED

Type of Response Selected	Number reporting exceptions				
	N	Delegation of Authority 1	Single Account- ability 2	Home- ogeneity of Titles 3	Open of Control 4
Single Exceptions.	73	31	15	11	16
Combinations.....	56	-	-	-	-
1 and 2.....	-	17	17	-	-
1 and 3.....	-	6	-	6	-
1 and 4.....	-	11	-	-	11
1, 2 and 3.....	-	2	2	2	-
1, 2 and 4.....	-	4	4	-	4
1, 2, 3 and 4...	-	3	3	3	3
2 and 3.....	-	-	4	4	-
2 and 4.....	-	-	7	-	7
2, 3 and 4.....	-	-	1	1	1
3 and 4.....	-	-	-	1	1
No Exceptions.....	58	-	-	-	-
Total.....	187	74	53	28	43
Per cent of Total:	-	39.6	28.3	15.0	23.0

Source: Response to question thirty-four of the questionnaire.

Table V presents the responses to question nine, "How many personnel do you supervise? Indicate the number directly supervised." The greatest number of personnel directly supervised was 710 which was reported by a Lieutenant Junior Grade who reported this same number as the total number of personnel supervised by him.¹ The next highest number of personnel directly supervised was four hundred which was reported by a Commander who reported seven hundred as the total number of personnel supervised by him. The greatest number of personnel directly supervised by any one officer in the other ranks was seven for Captains, three hundred for Lieutenant Commanders, one hundred and ten for Lieutenants and seventy-six for Ensigns.

Table VI presents the responses to question thirty-five, "In your opinion which of the following responsibilities of an officer-in-charge or in command of an activity should be most important?" Distribution of the responses by rank revealed a dichotomy of opinion in all ranks, except Captains and Ensigns, between the option "Day to day efficiency of the station" and the options pertaining to development of officer personnel. The majority of Captains and Ensigns selected day to day efficiency as most important by a response of 66.7 per cent in each of these ranks. The following comment was received on this question from a Captain, a Commander, a Lieutenant and an Ensign respectively:

1. Manifestly in error. Six other officers responded similarly, each of them directly supervising the total number of personnel under their supervision which was over sixty in each case.

TABLE V

SPAN OF CONTROL EXERCISED BY PARTICIPANTS
ON CURRENT ASSIGNMENTS BY RANK

Number of Personnel Directly Supervised	Number reporting						
	Capt.	Cdr.	LCdr.	Lt.	LtJG	Ens.	
1 - 2.....	-	3	5	3	6	2	
3 - 4.....	-	4	5	6	6	-	
5 - 6.....	1	5	3	4	5	1	
7 - 8.....	1	4	4	3	4	1	
9 - 10.....	-	-	2	3	1	-	
11 - 14.....	-	-	2	-	2	-	
15 - 18.....	-	-	2	3	2	1	
19 - 20.....	-	1	-	-	2	1	
21 - 25.....	-	-	1	2	4	-	
26 - 30.....	-	-	-	2	3	2	
31-40.....	-	-	-	2	5	5	
41 - 50.....	-	-	1	2	1	-	
51 - 75.....	-	2	1	1	2	2	
76 - 100.....	-	-	4	1	1	1	
101 - 200.....	-	-	1	1	1	-	
201 - 300.....	-	-	1	-	2	-	
Over 300.....	-	-	1	-	2	-	
Total (#).....	2	20	35	39	51	16	
Mean Span of Control.....	6.5	31.0	10.9	18.2	49.1	29.1	
Medians.....	6.5	5.5	8.0	9.0	17.0	31.0	

Source: Response to question nine of the questionnaire.

* If those who claim direct supervision of over fifty personnel are eliminated as unreliable the mean span of control for Captain through Ensign respectively would be 6.5, 5.6, 8.2, 10.1, 14.7, 21.5; and the median would be 6.5, 5.0, 8.0, 9.0, 12.0 and 28.0.

TABLE VI

RELATIVE RESPONSIBILITY OF AN OFFICER-IN-CHARGE
FOR STATION OPERATION AND OFFICER
DEVELOPMENT AS EVALUATED
BY PARTICIPANTS

Responsibility ranked by popularity of the option	N		Per cent
Day to day efficiency of the station..	100		51.8
Long Range Development of Subordinate officer personnel.....	72		37.3
Development of officer personnel for a particular job at that activity.....	21		10.9
Total.....	193		100.0

Source: Response to question thirty-five of the questionnaire.

TABLE IV

ANALYSIS OF THE DATA FROM THE
 SURVEY OF THE ECONOMIC SITUATION
 IN THE UNITED STATES
 IN 1954

Year	Rate	Description
1953	100	100% of the population of the United States
1954	95	95% of the population of the United States
1955	90	90% of the population of the United States
1956	85	85% of the population of the United States
1957	80	80% of the population of the United States
1958	75	75% of the population of the United States
1959	70	70% of the population of the United States
1960	65	65% of the population of the United States
1961	60	60% of the population of the United States
1962	55	55% of the population of the United States
1963	50	50% of the population of the United States
1964	45	45% of the population of the United States
1965	40	40% of the population of the United States
1966	35	35% of the population of the United States
1967	30	30% of the population of the United States
1968	25	25% of the population of the United States
1969	20	20% of the population of the United States
1970	15	15% of the population of the United States
1971	10	10% of the population of the United States
1972	5	5% of the population of the United States
1973	0	0% of the population of the United States

Source: Bureau of Economic Analysis, Department of Commerce, Washington, D.C.

As operating funds dwindle the value of planned training programs will become greater and greater. In order to permit efficient expansion in time of emergency, I believe a training program for officers should be developed even if it results in some interference with the efficiency of day to day operations.

Is this question seriously stated? Certainly the primary objective is to give Uncle Sam his money's worth, not to run a country day school.

Possibly I am optimistic, but it appears to me that day to day efficiency can only be achieved with a program that develops an officer's qualifications both for a specific job and for his long-range career. I assume of course that the officer is interested in his career future. Lack of this development program with an interested officer can only lead to job dissatisfaction, which is reflected in everyday efficiency of the organizations operations.

Table VII presents the responses to question thirty, "To meet the continuing needs of the service, what is your opinion of the order of importance of these factors in the assignment of an officer to billets of an organization?" The ranking distribution produced a prominent modal group in the case of the first option, "Qualifications of the officer for the billet." Sixty-two and three tenths per cent of the officers ranked this factor as most important. The fourth factor, "Billet Commensurate to rank," also shows a degree of consolidated opinion with 46.7 per cent of the officers ranking this factor in fourth place. In the case of the other two factors ranks assigned were well dispersed throughout the ranking range of one to four. Forty-one of the participants, 21.2 per cent, ranked the factors in identical order with the total average ranking. The four persons ranking qualifications in fourth place included one Design

TABLE VII

RELATIVE IMPORTANCE OF FACTORS INFLUENCING
ASSIGNMENT OF OFFICERS TO BILLETS
OF AN ORGANIZATION

Ranks Assigned	Qualifica- tion for the billet	Career Require- ments of officers	Vacancies in the Organiza- tion	Billet assign- ment to rank
1.....	124	38	23	12
2.....	55	63	42	45
3.....	16	61	66	49
4.....	4	34	63	93
Total..	199	196	194	199
Mean Rank..	1.5	2.5	2.9	3.1

Source: Response to question thirty of the questionnaire.

TABLE IV

Summary of the results of the investigation of the
 causes of the failure of the engine
 in the case of the engine.

Engine No.	Engine No.	Engine No.	Engine No.	Engine No.
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

NOTE: The engine in question is the engine.

and three Lieutenant Commanders. Each officer rank was equally well represented in all of the other available options excepting the rank of Captain. This rank of Captain was not represented in the rankings of "Career requirements" in fourth place, "Officer qualifications" in third and fourth place and "Billets commensurate to rank" in first and second place.

Table VIII presents the response to question thirty-one which in reference to question thirty asks, "From your observation would you say that this policy is observed?" Only one person, a Lieutenant Junior Grade, responded that it was always observed and three persons, two Ensigns and one Commander, responded that it was never observed. The distribution of responses made by the forty-one officers whose responses to question thirty were identical with the average response to that question was; 4.8 per cent "never observed," 48.8 per cent "seldom observed" and 46.4 per cent "usually observed." Four of these officers, one in each rank of Lieutenant Junior Grade through Commander, commented respectively as follows:

Billets are awarded by rank rather than ability.

Usually vacancies in the organization and billet commensurate to rank seem to control.

Too many square pegs.

Shortages of officers and prerogatives of superiors serve to make conditions of thirty (question thirty) impossible.

Many of the other participants also commented on this question. The following statements are quoted from

TABLE VIII
ADHERENCE TO THE DISCREET POLICY
ESTABLISHED IN TABLE VII
AS OBSERVED BY THE
PARTICIPANTS

Degree of Adherence	N	Per cent
Always.....	1	.5
Usually.....	116	60.1
Seldom.....	73	37.8
Never.....	3	1.6
Total.....	193	100.0

Source: Response to question thirty-one of the questionnaire.

1227 4-640

DEPT. OF COMMERCE
 U.S. BUREAU OF COMMERCE
 OFF. OF FOREIGN
 COMMERCE

Line No.	Q	DESCRIPTION OF GOODS
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
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78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

.....

some of their questionnaires and typify the variety of comments received:

The usual assignment of officers is based on chance and a vacancy existing due to detachment of an officer.

Vacancies in the organization is normally the governing factor in duty assignments in the field.

Each senior officer at a local station is more concerned with current results than future planning. I often am myself.

Rank does not mean qualification as many officers with the rank do not know their jobs.

Personal desires must be subordinated to service requirements.

Almost invariably a vacant billet is filled regardless of an officer's qualifications.

Ever present politics prevents "always."

Am firmly convinced that the poorest job the Navy does is in selection of change of duty for officers.

Too much emphasis is now placed on rank and temporary efficiency of organization.

Table IX presents the response to questions thirteen and fifteen. Question thirteen asks, "Does your qualification jacket, section six of the fitness report, indicate the more responsible duties for which you are in training?" Response from Ensigns and Lieutenants Junior Grade was almost equally divided between "Yes" and "No." In the ranks of Lieutenant through Commander the ratio of those responding "Yes" to those responding "No" is approximately one to three and in the rank of Captain all responses were in the negative. Comments received were:

Yes. Doesn't mean very much. My experience has been that this entry is more or less routine.

TABLE 12
 ACTIVITIES TOWARD DEVELOPMENT
 OF THE QUALIFICATION INDEX
 BY RANK OF PARTICIPANTS

Rank of Officers	Is development data included? (No 191)		Are capabilities reflected accurately? (No 192)	
	Yes	No	Yes	No
Capt.....	-	4	1	5
Cdr.....	11	17	15	12
LCdr.....	10	22	15	25
Lt.....	17	27	24	26
LtJG.....	25	27	26	30
Ens.....	8	10	11	7
Total.....	74	117	94	107
Per cent of N.....	30.7	48.3	48.4	50.1

Source: Responses to questions number 191 and 192 of the questionnaire.

Yes. Normally states 'qualified for any job or duties commensurate with the rank of Lieutenant.'

Yes, but do not believe that the officer who writes my fitness report out is qualified in qualifying me for that position.

No. It is felt that more advanced information concerning probable 'field' of supply to which you are slated to be transferred in next assignment would enable officer to utilize all local facilities in preparation for same. Four to five months is recommended.

Question fifteen asks, "Do you consider that your qualifications jacket accurately and completely reflects your capabilities?" The ratio of insigns responding "Yes" to those responding "No" was about two to one. Lieutenants Junior Grade, Lieutenants and Commanders were closely divided pro and con. Lieutenant Commanders and Captains responded principally in the negative, the ratio of affirmative to negative responses being about one to two. Fifty-five persons commented on this topic. The following statements are quoted to indicate the variety of remarks made:

Information is there -- but doubt if it is observed.

The qualifications jacket shows the various duties which an officer has performed. It does not necessarily show how well he performed them.

Insufficient data. It is felt that each officer should be required to submit a personal comment concerning his capabilities, as a part of each fitness report submitted on himself.

Being 'carmarked' as a machine accounting specialist without official designation is of no value to us personally or to the Navy.

It does not cover non-naval activities thoroughly.

I believe a very experienced Supply Corps Officer

could analyze my capabilities from the jacket but that it is not a really accurate guide for the purpose intended.

I believe the qualification jacket contains little or no useful information.

Information therein is too sketchy and jacket apparently not used by commands reporting to.

Fluctuates as a result of reporting seniors rather than capability.

Not enough detail included by reporting seniors. Suggest inclusion of an annual summary sheet to reflect in detail duties performed during the preceding year.

My jacket shows that I am thoroughly qualified in all phases of general supply when actually I am not.

No notations as to qualifications acquired while performing collateral duties.

According to the jacket I am best qualified for staff duty only. I have demonstrated ability in other fields.

It is not kept up to date other than for three or four words describing new assignments.

Table X presents the response to question fourteen, "How often have you been shown your fitness report?" Ensigns and Lieutenants Junior Grade were the only ranks responding in all optional degrees.

Table XI presents the response to question sixteen, "Do you believe a frank and comprehensive discussion of fitness reports between individual officers reported and their reporting seniors would be beneficial to individual officers?" The question also sought to obtain information pertaining to opportunity afforded the participants for such a discussion by asking, "What has been your experience in this regard?" One hundred and eighty-two of the participants responded to

TABLE 2

FREQUENCY OF OPPORTUNITY AFFORDED PARTICIPANTS
FOR VISUAL REVIEW OF THEIR OWNERS REPORTS
BY RANK

Rank of Officers	N	Frequency			
		Always	Usually	Seldom	Never
Capt.....	4	-	4	-	-
Cdr.....	28	9	13	6	-
LCdr.....	42	17	18	7	-
Lt.....	48	24	24	-	-
LtJG.....	56	18	33	4	1
Ens.....	19	7	7	2	3
Total...	197	75	99	19	4
Per cent of Total	100.0	38.1	50.3	9.6	2.0

Source: Response to question fourteen of questionnaire.

TABLE XI

COMPARISON OF DESIRE AND OPPORTUNITY AFFORDED
FOR FRANK AND COMPETITIVE DISCUSSION
OF VITALITY REPORTS BY RANK
OF PARTICIPANTS

Rank	Desired (N=196)		Afforded * (N=140)	
	Yes	No	Usually	Never
Capt....	4	0	1	3
Cdr.....	24	2	6	14
LCdr....	39	3	4	25
Lt.....	44	5	7	34
LtJG....	55	1	5	33
Ens.....	18	1	3	11
Total..	184	12	26	115
Per cent: of N..	93.9	6.1	17.9	32.1

* Derived from comments specifying frequency of such experience.

Source: Response to question number sixteen of the questionnaire.

this query with one hundred forty of them specifically stating their experience in terms of frequency. These comments were classified in two groups "Usually" or "Always" and "Barely" or "Never." Comment received from those stating they did not believe such a discussion of fitness reports to be beneficial were:

I believe a frank and honest report of any individual officer should reflect his shortcomings and he should then correct them accordingly.

Fitness reports have become routine and are either very good to excellent or very bad.

Reporting seniors as contrasted with officer's immediate superior (who in fact makes out the fitness report) do not know officer well enough.

Reporting seniors might have a tendency to 'rate up' fitness reports, even more so than at present, as a result of a fear of frank discussion.

Absolutely not. By presenting my case, the Commanding Officer could be persuaded to change his estimates of my ability.

Actually I am definitely civilian minded when it comes to fitness reports and promotion -- to me a fitness report 'report card' is too much like school days. In civilian life a man is told of his shortcomings and what is expected of him and if he produces he doesn't have to wait his time -- he is immediately promoted -- he has no report cards kept on him to infer that he is still a school boy who requires periodic grading. To answer the question -- No, I have not discussed or had my fitness reports discussed and am not in favor of it.

A great variety of comment was made in response to this question by participants who stated they desired such a discussion. Several comments have been selected from each rank for quotation. These comments are illustrative of all comments received.

Have always done this with my own juniors. My seniors have done it only when they knew what they were doing when they drafted my reports.

A discussion of fitness reports not only improves morale but develops the officer.

Very little as a junior -- have been reluctant and negligent as a senior.

Discussion seldom voluntarily initiated by reporting officer. Junior officer usually must request discussion if dissatisfied.

Such discussion has been of mutual benefit to reporting seniors and myself.

I have always appreciated discussion of my own, and always discuss with each officer who I report on.

It has enabled me to overcome shortcomings of which I was not aware.

Frank discussion has enabled me to improve items not entirely satisfactory to my reporting senior.

Have frequently discussed various aspects of fitness reports with immediate superiors. Consider myself reasonably well aware of my shortcomings, as well as my capabilities. Objective discussions of professional and personal qualifications are of definite value.

Fortunately I have received very good reports. However I have observed others not so fortunate and know they wished for the opportunity to talk it over -- yet it was not so encouraged.

My seniors have always taken the position that they would discuss only unsatisfactory fitness reports. I have never had an Un-sat., therefore never had a discussion.

Few senior officers will discuss fitness reports. When they do, they tend to talk 'down' to the officer being reported on.

I have always been shown my fitness report. Reporting seniors have always welcomed discussion of fitness reports.

Most of the officers marking me have just let their secretaries hand me my report. I believe they should discuss me frankly.

I have to assume from continued good relations with my superior that my work is satisfactory. I would welcome criticism.

One C.O. gave me a low mark on one item. When we discussed it, he discovered he had me confused with another officer.

Many line officers who are now C.O.'s have never had the experience of judging the qualifications of Supply Officers and do not know what they should use as a basis of judgement.

Rarely discussed. Believe reporting seniors should point out elements which need improvement, even though assigned grade is high.

With one line C.O., USNR and one medical C.O. -- on their initiative -- frank but not comprehensive.

I have never received benefit from my reporting senior because I have never been invited into such a discussion. I have discussed with junior officers, as reporting senior, their weak points which I believe should be corrected by them.

I don't believe my reporting seniors have been completely frank about my shortcomings but have been good about commending on jobs well done.

Afraid to discuss the matter with reporting seniors.

Some reporting seniors not felt to have been fully cognizant of your actual performance during period covered by report. This feeling could be alleviated by discussions of this type.

Not only at time of submission of fitness reports but continually an officer's deficiencies and meritorious acts should be discussed.

If there are shortcomings they may be corrected. If they are good reports they act as the only compensation an officer gets for a job well done.

Table XII presents the response to questions seventeen and eighteen. Question seventeen asks, "Which of the following, in your opinion, should be the primary basis of fitness report detail recommendations for future assignment of

TABLE VII

COMPARISON OF PREFERRED AND OBSERVED BASES FOR
FITNESS REPORT DETAIL RECOMMENDATIONS FOR
FUTURE ASSIGNMENT OF PARTICIPANTS

Bases Ranked in Order of Preference	Per cent Responding (N=143)	
	Preferred	Observed
Broadening of experience.....	48.7	33.8
Assignment to positions of greater responsibility.....	45.1	44.6
Assignment to duties for which already fully qualified.....	6.2	21.6
Total.....	100.0	100.0

Source: Response to questions seventeen and eighteen of the questionnaire.

officers reported." Distribution of responses within each rank were approximately proportionate except for the fact that none of the Captains or Commanders selected the factor "Assignment to duties for which already fully qualified."

Question eighteen asks, "In your opinion what was the primary basis of typical detail recommendations entered on your fitness reports?", utilizing the same options listed for question seventeen. Distribution by rank revealed little variance excepting for Captains, all of whom selected "Assignment to duties for which already fully qualified."

Table XIII presents responses to questions eleven and twelve. Question eleven asks, "Are you receiving training or guidance to improve your qualifications for the positions to which you are currently assigned?", and further asks of those answering in the affirmative "Describe briefly how you are being trained." The fourteen officers under instruction at naval or civilian institutions are not included in this table. Seventy-eight or 42.1 per cent of the participants responded "Yes" and one hundred and seven or 57.8 per cent responded "No." Forty-five of those responding "Yes," 24.3 per cent, indicated they were being trained through duty station programs or guidance and thirty-three, 17.3 per cent, indicated they were training themselves on their own initiative. Descriptive statements of those participating in duty station programs were of the following nature:

TABLE XIII

PARTICIPATION IN TRAINING, DEVELOPMENT OR
GUIDANCE PROGRAMS BY PERSONNEL
OTHER THAN STUDENTS*

Rank of Officers	For the job now held (N=185)			For more responsible duties (N=143)		
	On the job	Self- study	None	On the job	Self- study	None
Capt.....	2	-	1	1	-	2
Cdr.....	9	3	12	7	11	6
LCdr.....	8	4	27	4	9	26
Lt.....	12	10	25	5	10	31
LtJG.....	12	12	32	7	24	24
Ens.....	2	5	10	5	7	4
Total...	45	33	107	29	61	93
Per cent of B...	24.3	17.8	57.8	15.9	33.1	50.8

* Fourteen officers are students in naval and civilian academic institutions.

Source: Response to questions number eleven and twelve of the questionnaire.

DATA SHEET

INSTRUCTIONS: COMPLETE ALL INFORMATION
 INDICATED IN PARENTHESES
 INDICATE DATE HERE

ADDRESS (SEE PAGE 1)			DATE (SEE PAGE 1)			NO. OF PAGES
NAME	ADDRESS	CITY	STATE	ZIP	DATE	
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49
50	51	52	53	54	55	56
57	58	59	60	61	62	63
64	65	66	67	68	69	70
71	72	73	74	75	76	77
78	79	80	81	82	83	84
85	86	87	88	89	90	91
92	93	94	95	96	97	98
99	100	101	102	103	104	105

NOTE: IF YOU HAVE ANY QUESTIONS OR NEED ASSISTANCE
 PLEASE CONTACT THE ASSISTANT

TO ASSIST YOU WITH ANY QUESTIONS OR NEED ASSISTANCE
 PLEASE CONTACT THE ASSISTANT

Training films, lectures and tours of various Divisions of the Bureau other than own Department.

By assignment of projects in connection with the duties of the office and by detailed explanation of certain phases of the work by supervisory personnel thoroughly familiar with it.

I am attending weekly classes of the Work Improvement Program conducted by the Naval Supply Center training people.

By suggestions and recommendations of immediate senior, attendance at conferences, cooperation of juniors in explaining programs and procedures.

Some guidance has and is being received from senior supply officers on inspections, both official and unofficial.

No formal training.

Working under department head, on job training.

Electric Accounting Machine course (one hour a week for seven weeks). Conducted by representative of IBM Corp.

On-the-job plus instruction by Supply and Fiscal Officer.

Descriptive statements from participants whose responses indicated self-development efforts were of the following nature:

Correspondence courses and routine personal training schedule of manuals.

Study and research of various logistic information, periodicals and treatises.

P.O. course at Columbia University - Industrial Economics.

Enrolled in Naval Correspondence Courses - Navy Regs., Military Law, etc.

Naval War College Correspondence course in Logistics.

Practical experience in the field (school of hard knocks).

Question twelve asks, "Are you participating in any form of training or development program for a more responsible duty?" and further asks of those responding in the affirmative "Describe briefly how you are being trained." Ninety, 49.2 per cent, responded "Yes" and ninety-three, or 50.2 per cent, responded "No." Of those answering in the affirmative twenty-nine, 15.9 per cent, indicated they were participating in duty station programs and sixty-one, 33.3 per cent, indicated self-development efforts. Descriptive statements of training methods were largely similar to those received in response to question eleven. The few statements differing therefrom were of the following nature:

In the absence of the Supply and Fiscal officer I act for him including representing him in various N.A.S. boards established by the C.O., N.A.S.

Was understudying Pro. Div. Officer, becoming familiar with Procurement procedure preparatory to taking over Division, when ordered to the hospital.

Experience through inspecting and reviewing Inspection Reports of Supply Activities.

I am enrolled in a CPA Review Course in evening school. I expect to sit for the CPA exam. in May 1950.

Correspondence course on Navy Regulations under station "Off Duty Training Program."

Home Study -- subscribe to such things as "The War College Information Service for Officers," etc.

A USNAFI correspondence course in accounting.

Currently under instruction one evening per week (sixteen week course) offered at no cost by Standard Oil Company covering management of Service Stations, fuel storage and processing.

Question forty, which supplements questions eleven

and twelve, sought to determine more specifically the existence and nature of duty station planned development programs. Twenty-seven of the participants reported in-service or guided development programs at their activities. Exclusive of officers under instruction this constituted 14.6 per cent of the participants. Descriptions of these programs are quoted below. The frequency of identical or similar descriptions is in parenthesis following the quotation:

Scheduled rotation of assignments among junior officers has been established allowing for six months to a year in each billet, depending on scope of particular billet. (8)

Officer class under W.I.P. (Work Improvement Program, Industrial Relations Dept.). Usually for Lt. Comdrs. and junior. (6)

All officers are requested to take as many correspondence courses as possible. (5)

A Bureau familiarization course has recently been established. It provides that officers reporting will be taken on guided tours of the Bureau and that in each division an officer will be designated to explain the functions and procedures in effect in each division. Companies such as the IBM Co. conduct brief courses in the use of their machines and procedures. All SC officers are encouraged to take such courses, particularly if they are detailed where the instruction will be of practical value in their assignment. (3)

Training movies and lectures for all hands twice weekly. Periods cover instructions mainly for indoctrination in naval procedures and current trends affecting policies and future plans affecting personnel and service. (3)

Base defense organization and drills - Radiological warfare instructions. (2)

Table XIV presents the response to question forty-five, "How would you rate the effectiveness of training and

TABLE XIV

EFFECTIVENESS OF OFFICER TRAINING AND
DEVELOPMENT AT DUTY STATIONS WHERE
PARTICIPANTS HAVE SERVED

Rank of Officers	Degree of Effectiveness (N-135)*			
	Effective and Extensive	Effective but Limited	Satisfactory, Ample Room for Improve- ment	Not Effective
Capt.....	-	-	3	-
Cdr.....	2	3	11	6
LCdr.....	-	8	21	3
Lt.....	1	4	26	5
LtJG.....	2	9	16	5
Ens.....	2	4	2	2
Total..	7	28	79	21
Per cent of N..	5.2	20.7	58.5	15.6

*Sixty-one other participants responded that no program was observed.

Source: Response to question number forty-five of the questionnaire.

TABLE XIV

PERCENTAGE OF RESPONSES TO QUESTIONS
RELATIVE TO THE EFFECTS OF
STRESS ON THE BODY

Total No. of Responses	Stressful and Unpleasant	Stressful and Pleasant	Stressful and Neutral	Percentage of Responses (N=117)	
				Stressful and Unpleasant	Stressful and Pleasant
100	5	5	5	4.2	4.2
200	10	10	10	5.1	5.1
300	15	15	15	5.0	5.0
400	20	20	20	5.0	5.0
500	25	25	25	5.0	5.0
600	30	30	30	5.0	5.0
700	35	35	35	5.0	5.0
800	40	40	40	5.0	5.0
900	45	45	45	5.0	5.0
1000	50	50	50	5.0	5.0
1100	55	55	55	5.0	5.0
1200	60	60	60	5.0	5.0
1300	65	65	65	5.0	5.0
1400	70	70	70	5.0	5.0
1500	75	75	75	5.0	5.0
1600	80	80	80	5.0	5.0
1700	85	85	85	5.0	5.0
1800	90	90	90	5.0	5.0
1900	95	95	95	5.0	5.0
2000	100	100	100	5.0	5.0
2100	105	105	105	5.0	5.0
2200	110	110	110	5.0	5.0
2300	115	115	115	5.0	5.0
2400	120	120	120	5.0	5.0
2500	125	125	125	5.0	5.0
2600	130	130	130	5.0	5.0
2700	135	135	135	5.0	5.0
2800	140	140	140	5.0	5.0
2900	145	145	145	5.0	5.0
3000	150	150	150	5.0	5.0
3100	155	155	155	5.0	5.0
3200	160	160	160	5.0	5.0
3300	165	165	165	5.0	5.0
3400	170	170	170	5.0	5.0
3500	175	175	175	5.0	5.0
3600	180	180	180	5.0	5.0
3700	185	185	185	5.0	5.0
3800	190	190	190	5.0	5.0
3900	195	195	195	5.0	5.0
4000	200	200	200	5.0	5.0
4100	205	205	205	5.0	5.0
4200	210	210	210	5.0	5.0
4300	215	215	215	5.0	5.0
4400	220	220	220	5.0	5.0
4500	225	225	225	5.0	5.0
4600	230	230	230	5.0	5.0
4700	235	235	235	5.0	5.0
4800	240	240	240	5.0	5.0
4900	245	245	245	5.0	5.0
5000	250	250	250	5.0	5.0
5100	255	255	255	5.0	5.0
5200	260	260	260	5.0	5.0
5300	265	265	265	5.0	5.0
5400	270	270	270	5.0	5.0
5500	275	275	275	5.0	5.0
5600	280	280	280	5.0	5.0
5700	285	285	285	5.0	5.0
5800	290	290	290	5.0	5.0
5900	295	295	295	5.0	5.0
6000	300	300	300	5.0	5.0
6100	305	305	305	5.0	5.0
6200	310	310	310	5.0	5.0
6300	315	315	315	5.0	5.0
6400	320	320	320	5.0	5.0
6500	325	325	325	5.0	5.0
6600	330	330	330	5.0	5.0
6700	335	335	335	5.0	5.0
6800	340	340	340	5.0	5.0
6900	345	345	345	5.0	5.0
7000	350	350	350	5.0	5.0
7100	355	355	355	5.0	5.0
7200	360	360	360	5.0	5.0
7300	365	365	365	5.0	5.0
7400	370	370	370	5.0	5.0
7500	375	375	375	5.0	5.0
7600	380	380	380	5.0	5.0
7700	385	385	385	5.0	5.0
7800	390	390	390	5.0	5.0
7900	395	395	395	5.0	5.0
8000	400	400	400	5.0	5.0
8100	405	405	405	5.0	5.0
8200	410	410	410	5.0	5.0
8300	415	415	415	5.0	5.0
8400	420	420	420	5.0	5.0
8500	425	425	425	5.0	5.0
8600	430	430	430	5.0	5.0
8700	435	435	435	5.0	5.0
8800	440	440	440	5.0	5.0
8900	445	445	445	5.0	5.0
9000	450	450	450	5.0	5.0
9100	455	455	455	5.0	5.0
9200	460	460	460	5.0	5.0
9300	465	465	465	5.0	5.0
9400	470	470	470	5.0	5.0
9500	475	475	475	5.0	5.0
9600	480	480	480	5.0	5.0
9700	485	485	485	5.0	5.0
9800	490	490	490	5.0	5.0
9900	495	495	495	5.0	5.0
10000	500	500	500	5.0	5.0

NOTE: The above table shows the percentage of responses to the question "How often do you feel stressed?" for each of the 10,000 subjects. The percentage of responses for each of the 10,000 subjects is shown in the table. The percentage of responses for each of the 10,000 subjects is shown in the table.

development of officers in Supply Corps activities at which you have served?" Thirty-five officers of various ranks commented on this topic. Representative quotations are:

Workload has not permitted formal program of training and development. Training and development are gained as a result of rotation in billets.

Experience has been the principle teacher at activities at which I have served.

BuSanda should initiate an overall training program; one for shore activities and one for afloat activities.

Most C.O.'s and S.O.'s are so concerned with their own jobs and desire to be recognized so as to be promoted that training of subordinates is entirely overlooked.

Most of the programs are poorly organized and they do little to stimulate an officer's interest.

I have not come in contact with an active training program for officers in seventeen years of service including a tour at BuSanda.

Table XV presents the response to question thirty-six, "Have officers reporting to duty at activities at which you have served, in your opinion, received adequate indoctrination prior to assignment to duty?" Ratings assigned the listed indoctrination areas were quite proportionate in all ranks excepting that of Captain where none of the areas were rated "Thorough." The modal group of ratings on Physical Plant, Organization of the station and Basic operating policies were in the "Adequate" category, constituting 59.8 per cent, 48.2 per cent and 53.9 per cent respectively of the participants. The modal group of ratings on personnel policies were in the "Inadequate" category and constituted 50.5 per

TABLE XV
EFFECTIVENESS OF OFFICER INDOCTRINATION
AT DUTY STATIONS PRIOR TO
ASSIGNMENT OF OFFICERS
TO DUTY

Indoctrination Areas Ranked by Effectiveness.*	N	Number Rating Factors		
		Thorough	Adequate	Inadequate
Physical Plant....	189	25	113	51
Org. of the Station.....	191	30	92	69
Basic Operating Policies.....	191	18	103	70
Personnel Policies	192	11	84	97

*Weighted average rating achieved by assignment of values to verbal rating.

Source: Question number thirty-six of the questionnaire.

TABLE 1

STATISTICAL SECTION OF THE BUREAU OF
THE ARMY, WASHINGTON, D. C.
JANUARY 1, 1941

Number of cases			Total	Percentage	Cases	Percentage
Number of cases	Number of cases	Number of cases				
10	10	10	10	10	10	10
20	20	20	20	20	20	20
30	30	30	30	30	30	30
40	40	40	40	40	40	40
50	50	50	50	50	50	50

Number of cases of disease in the United States, 1940

Source: Bureau of the Census, Division of Health Statistics

cent of those rating this item. The proportion of "Adequate" ratings to "Inadequate" ratings was low in every case. This ratio was one to two for Physical Plant, one to 2.3 for Organization, one to 3.9 for Basic operating policies and one to nine for Personnel policies. By assignment of numerical values of one, two and three to these ratings of Thorough, Adequate and Inadequate respectively, the average rating of these factors was found to be 2.14 for "Physical plant," 2.20 for "Organization," 2.27 for "Basic operating policies" and 2.45 for "Personnel policies."

Table XVI presents the response to question forty-six, "The following have been selected from various industrial executive training techniques. Check those which you have observed in use at Supply Corps activities, rating them in effectiveness." The average rating of the listed techniques was determined by assigning numerical values of one, two and three respectively to the verbal ratings of "Effective," "Satisfactory" and "Ineffective." The average rating for the techniques was 1.58 for "Special projects," 1.68 for "Example of Superiors" and for "Rotation of duties," 1.75 for "Conferences," 1.94 for "Movies and Lectures," 1.95 for "Case Problems," 1.99 for "Committees" and 2.0 for "Understudy."

Table XVII presents the response to questions twenty-four, twenty-five, twenty-six and twenty-seven of the questionnaire, all of which pertain to rotation of assignments within tours of duty. Question twenty-four asks, "Have you

TABLE XVI

RAISED EFFECTIVENESS OF SPECIFIC DEVELOPMENTAL
TECHNIQUES OBSERVED BY PARTICIPANTS

Techniques Ranked by Preference*	N	Ratings Assigned		
		Effec- tive	Satisfac- tory	Ineffec- tive
Special Projects.....	148	72	65	11
Example of Superiors..	165	67	84	14
Rotation of Duties....	152	72	56	24
Conferences.....	168	70	70	28
Movies and Lectures...	134	42	58	34
Case Problems.....	104	30	49	25
Committees.....	130	34	63	33
Understudy.....	145	35	76	35

*Weighted average rating determined by assigning numerical values to the verbal ratings.

Source: Response to question number forty-six of the questionnaire.

TABLE XVII

ROTATION THROUGH VARIOUS ASSIGNMENTS
AT DUTY STATIONS AS EXPERIENCED
AND EVALUATED BY PARTICIPANTS

Category	Responses	
	Number	Per cent
Rotated through various assignments during each tour of duty.		
Always.....	18	9.4
Usually.....	49	25.7
Seldom.....	54	44.0
Never.....	40	20.9
Total.....	161	100.0
Participants determination of basic cause for rotation experienced.		
Planned development program.....	10	6.8
Organizational vacancies materialized...	39	26.5
Officer personnel organization changes..	34	23.1
Individual's expressed preferences.....	27	18.4
Both Org. changes and vacancies.....	8	5.4
Other combinations of these factors.....	18	12.2
Other causes.....	11	7.5
Total.....	147	100.0
Consider a system of rotation in assignments at duty stations necessary to improvement of qualifications for a successful career..		
Yes.....	120	60.6
No.....	78	39.4
Total.....	198	100.0
Substantial increase in duty tour duration would cause revision of response relative to necessity for a system of rotation at duty stations.		
Yes.....	71	35.9
No.....	127	64.1
Total.....	198	100.0

Source: Questions twenty-four, twenty-five, twenty-six and twenty-seven of the questionnaire.

TABLE VIII

PERCENTAGE OF THE TOTAL POPULATION OF THE UNITED STATES IN THE SEVERAL CATEGORIES OF THE INDEX OF ECONOMIC FREEDOM, 1975-1980

Category	Percentage	Index
Very High	10.0	10.0
High	10.0	20.0
Medium	10.0	30.0
Low	10.0	40.0
Very Low	10.0	50.0
Total	100.0	100.0
Very High	10.0	10.0
High	10.0	20.0
Medium	10.0	30.0
Low	10.0	40.0
Very Low	10.0	50.0
Total	100.0	100.0
Very High	10.0	10.0
High	10.0	20.0
Medium	10.0	30.0
Low	10.0	40.0
Very Low	10.0	50.0
Total	100.0	100.0
Very High	10.0	10.0
High	10.0	20.0
Medium	10.0	30.0
Low	10.0	40.0
Very Low	10.0	50.0
Total	100.0	100.0
Very High	10.0	10.0
High	10.0	20.0
Medium	10.0	30.0
Low	10.0	40.0
Very Low	10.0	50.0
Total	100.0	100.0
Very High	10.0	10.0
High	10.0	20.0
Medium	10.0	30.0
Low	10.0	40.0
Very Low	10.0	50.0
Total	100.0	100.0
Very High	10.0	10.0
High	10.0	20.0
Medium	10.0	30.0
Low	10.0	40.0
Very Low	10.0	50.0
Total	100.0	100.0

Source: World Bank, "The Index of Economic Freedom, 1975-1980", Washington, D.C., 1981.

usually been rotated through various assignments each tour of duty?" Variance of response within ranks was very limited excepting for Captain and Lieutenant Junior Grade. The Captains all responded "Seldom" and the Lieutenants Junior Grade responses in the category of "Usually" and "Seldom" were dichotomous.

Question twenty-five asks, "If you were rotated through various assignments during a tour of duty, how did this come about?" The officers who gave reasons other than those listed in the questionnaire made comments such as the following:

Assumption of additional duty because of release of officers without replacement.

Sent to various divisions that needed forceful efforts to eliminate large backlogs. Backlogs eliminated, I moved.

Question twenty-six asks, "Do you consider that a system of rotation in duty assignments at a particular station, during each tour of duty, is necessary to the improvement of your qualifications for assumption of future assignments contributing to a successful career?" Distribution of the response within ranks was closely divided except in the rank of Captain, Lieutenant Junior Grade and Ensigns. Twenty-five per cent of the Captains, 64.2 per cent of the Lieutenants Junior Grade and 84.2 per cent of the Ensigns responded "Yes."

Question twenty-seven asks, "If current 'normal' tours of duty are substantially lengthened in duration

at any future time, would your answer to the foregoing question be different?" All of those who had responded "Yes" to question twenty-six replied in the negative and seventy-one of the seventy-eight who had responded "No" to question twenty-six replied in the affirmative.

Table XVIII presents the response to question forty-one of the questionnaire, "What has been the content of in-service training or guidance programs, formal and informal, in which you have participated?" Distribution of responses by rank evidenced little variance. Eight per cent of the officers have received training in all of these areas, 10.6 per cent have received training in "Principles of Organization and Control" as well as "Methods and Procedures," 10.6 per cent have each received training in two or three of these areas in various other combinations, 18.6 per cent have received training in only one of these areas, 18.6 per cent noted other areas of training and the remaining 25.6 per cent indicated no training had been received. Other areas of training reported were "Work Measurement," "I.B.M. Machine Accounting" and "Inspection and Analysis."

Table XIX presents the response to questions twenty-one, twenty-two, twenty-three and thirty-nine of the questionnaire which bears on opportunity for development of qualifications. Question twenty-one asks, "Have you been given ample opportunity at each of your duty stations to improve your qualifications for potential assignments in your rank?"

TABLE XVIII
AREAS IN WHICH PARTICIPANTS HAVE
RECEIVED TRAINING OR GUIDANCE
DURING NAVAL SERVICE

(Formal and Informal)

Training Area	Number (N=199)	Per cent of N
Principles of Organization and Control..	68	34.2
Budgeting and Planning.....	35	17.6
Personnel Management.....	50	25.1
Methods and Procedures.....	100	50.3

Source: Response to question number forty-one of the questionnaire.

TABLE XII

EXPERIENCES OF PARTICIPANTS AT DUTY STATIONS
RELATIVE TO OPPORTUNITY FOR IMPROVEMENT
OF THEIR INDIVIDUAL QUALIFICATIONS

Experiences	Responses	
	Number	Per cent
Adequate opportunity afforded at individual duty stations for improvement of qualifications for potential assignment in current rank:		
Always.....	65	33.2
Usually.....	93	47.4
Seldom.....	18	9.4
Total.....	196	100.0
Extent to which assignments at individual duty stations contributed additional experience necessary for a successful career:		
Greatly.....	115	59.6
Moderately.....	64	33.2
Little.....	14	7.2
Total.....	193	100.0
Retained on particular assignments for an unduly long period due to proficiency in the assignment:		
Yes.....	60	30.5
No.....	137	69.5
Total.....	197	100.0
Value of collateral duty in the improvement of individual administrative or technical ability:		
Always.....	34	17.5
Usually.....	93	48.4
Seldom.....	66	34.4
Never.....	9	4.7
Total.....	194	100.0

Source: Response to questions twenty-one, twenty-two, twenty-three and thirty-nine of the questionnaire.

THE CASE

THE UNITED STATES OF AMERICA
 DISTRICT COURT OF THE DISTRICT OF COLUMBIA
 IN RE THE ESTATE OF JAMES EARL RAY, DECEASED

Plaintiff		Defendant
Case No.	Amount	
1-100	100	Plaintiff's Exhibit A
1-100	100	Plaintiff's Exhibit B
1-100	100	Plaintiff's Exhibit C
1-100	100	Plaintiff's Exhibit D
1-100	100	Plaintiff's Exhibit E
1-100	100	Plaintiff's Exhibit F
1-100	100	Plaintiff's Exhibit G
1-100	100	Plaintiff's Exhibit H
1-100	100	Plaintiff's Exhibit I
1-100	100	Plaintiff's Exhibit J
1-100	100	Plaintiff's Exhibit K
1-100	100	Plaintiff's Exhibit L
1-100	100	Plaintiff's Exhibit M
1-100	100	Plaintiff's Exhibit N
1-100	100	Plaintiff's Exhibit O
1-100	100	Plaintiff's Exhibit P
1-100	100	Plaintiff's Exhibit Q
1-100	100	Plaintiff's Exhibit R
1-100	100	Plaintiff's Exhibit S
1-100	100	Plaintiff's Exhibit T
1-100	100	Plaintiff's Exhibit U
1-100	100	Plaintiff's Exhibit V
1-100	100	Plaintiff's Exhibit W
1-100	100	Plaintiff's Exhibit X
1-100	100	Plaintiff's Exhibit Y
1-100	100	Plaintiff's Exhibit Z

Plaintiff's Exhibit A
 Plaintiff's Exhibit B
 Plaintiff's Exhibit C
 Plaintiff's Exhibit D
 Plaintiff's Exhibit E
 Plaintiff's Exhibit F
 Plaintiff's Exhibit G
 Plaintiff's Exhibit H
 Plaintiff's Exhibit I
 Plaintiff's Exhibit J
 Plaintiff's Exhibit K
 Plaintiff's Exhibit L
 Plaintiff's Exhibit M
 Plaintiff's Exhibit N
 Plaintiff's Exhibit O
 Plaintiff's Exhibit P
 Plaintiff's Exhibit Q
 Plaintiff's Exhibit R
 Plaintiff's Exhibit S
 Plaintiff's Exhibit T
 Plaintiff's Exhibit U
 Plaintiff's Exhibit V
 Plaintiff's Exhibit W
 Plaintiff's Exhibit X
 Plaintiff's Exhibit Y
 Plaintiff's Exhibit Z

Distribution of responses between each rank were closely proportionate excepting for Captains all of whom responded "Usually."

Question twenty-two asks, "To what extent have your various duty assignments during tours of duty usually contributed additional experience necessary for improvement of your qualifications for a successful career in the naval service?" The distribution of responses "Greatly" and "Moderately" in the rank of Lieutenant and Lieutenant Junior Grade were approximately equal. Otherwise the distribution between ranks was in similar proportions.

Question twenty-three asks, "Have you ever been retained on particular assignments for an unduly long period due to your proficiency in the particular assignment?" and also asks of those responding in the affirmative "In what way has this affected the progress of your career?" Distribution of responses within ranks was somewhat similar except for the rank of Captain, Commander and Lieutenant. The Captains all answered in the affirmative. In the rank of Commander and Lieutenant the responses were closely divided between "Yes" and "No." All but five of the officers who answered in the affirmative indicated that the retention to which they referred either had no discernible effect on their progress or was favorable. A typical statement is quoted from a questionnaire submitted by a Lieutenant and a Commander:

Difficult to measure at this time. Possibly little, depending upon future course of my career. If it is concentrated on planning and logistics, probably beneficial; if on operations, definitely adversely.

Broadened -- as I got various assignments with the command.

Question thirty-nine asks, "Have your collateral duties ordinarily been of value in the improvement of your administrative or technical ability?" Responses from Captains were limited to "Usually" and "Seldom." Responses from Lieutenants did not include "Never." Aside from these exceptions, responses were similarly distributed within each rank. The following statements represent the type of comment made in response to this question:

Am presently assigned seven collateral duties not connected with supply. This does not include collateral duties which would improve administrative ability.

Usually time consuming distracting to primary duties. Considered by most officers as one of the necessary evils.

Some value gained from Audit Boards and Courts-Martial experience -- however, most of this was done at expense of primary duty.

Many valuable lessons, which may be effectively applied to primary duties, are learned from collateral duties which are often considered a mere nuisance.

Table XX presents the response to questions thirty-seven and thirty-eight. Question thirty-seven asks, "In what form would you prefer to receive instructions from your superior?" Those few who prefer "Orders" were in the Lieutenant Junior Grade and Lieutenant Commander ranks. The group preferring "Detailed Instructions" did not include Captains. Aside from these exceptions the distribution

TABLE XX

COMPARISON OF COMPLAINTS AND EXPERIENCES
OF PARTICIPANTS TOWARD THE MANNER IN
WHICH INSTRUCTIONS ARE TRANSMITTED
BY SUPERIORS

Instructional Form	Number		Per cent	
	Prefer- ence	Usual Expe- rience	Prefer- ence	Usual Expe- rience
Orders.....	4	23	2.0	12.3
Suggestions.....	11	20	5.6	10.8
Discussion & Mutual Agreement.....	123	54	63.4	29.0
General Instructions.....	52	86	28.4	46.2
Detailed Instructions.....	7	3	3.6	1.6
Total.....	197	186	100.0	100.0

Source: Response to questions number thirty-seven and thirty-eight of the questionnaire.

TABLE 1

Summary of results of the tests of the effect of the concentration of the solution on the rate of the reaction of the solution with the solid substance.

Concentration of the solution, g/l		Rate of the reaction, g/h		Remarks
Initial concentration	Final concentration	Initial rate	Final rate	
0.1	0.2	0.1	0.2	.....
0.2	0.4	0.2	0.4	.....
0.4	0.8	0.4	0.8	.....
0.8	1.6	0.8	1.6	.....
1.6	3.2	1.6	3.2	.....
3.2	6.4	3.2	6.4	.....
6.4	12.8	6.4	12.8	.....

The results of the tests show that the rate of the reaction of the solution with the solid substance increases with the concentration of the solution.

within each rank was very similar.

Question thirty-eight in reference to question thirty-seven asks, "Which of the foregoing most accurately reflects your general experience?" Lieutenants and Lieutenants Junior Grade constituted the group which indicated "Detailed Instructions." Captains limited their responses to "General Instructions." Aside from these deviations the pattern of response in each rank was similar.

Many comments were received in response to these two questions. Typical statements of officers selecting various options were:

By suggestion and use of one's initiative I believe all factors are accomplished to the greater satisfaction and efficiency of all parties concerned.

Unless there is personality friction between two officers, discussion and mutual agreement provides the most effective method of passing instructions; the knowledge of both officers can be combined.

I prefer that a superior give me a general idea of what he would like -- then let me worry about the method of accomplishing the job and merely present him with the results.

Detailed written instructions leave no room for misunderstanding of duties and scope of responsibility and if properly handled need not adversely affect initiative.

Table XXI presents the response to question twenty-nine, "In what way were you stimulated in your ambition or initiative?" Responses were ranked on a scale of one to five in all but seventeen instances when a scale of one to six was used. Seventeen of the participants listed other reasons with an average ranking of 2.5. These reasons were principally concerned with self-initiative and ambition.

TABLE XXI
RELATIVE IMPORTANCE OF FACTORS EXPERIENCED
AS STIMULANTS TO AMBITION OR INITIATIVE
OF PARTICIPANTS

Factors	N	Average Ranking
Recognition by superiors of work well done.....	192	2.4
Respect and recognition among all personnel with whom associated.....	190	2.7
By being given superior opportunities..	189	3.0
Respect and recognition among other officers.....	188	3.4
Self-recognition of ability.....	126	3.7

Source: Response to question twenty-nine of the questionnaire.

THE CASE

RECOMMENDED BY THE BOARD OF ADVISORS TO THE
COMMISSIONER OF THE GENERAL LAND OFFICE
ON THE 10th DAY OF APRIL 1900

Section Number	Acres	Description
1.1	100	Land now in possession of the Commissioner of the General Land Office
1.2	100	Land now in possession of the Commissioner of the General Land Office
1.3	100	Land now in possession of the Commissioner of the General Land Office
1.4	100	Land now in possession of the Commissioner of the General Land Office
1.5	100	Land now in possession of the Commissioner of the General Land Office
1.6	100	Land now in possession of the Commissioner of the General Land Office

Approved by the Board of Advisors to the
Commissioner of the General Land Office
on the 10th day of April 1900

As the average ranking suggests there was a moderate degree of dispersion for each factor. The only case in which a prominent modal group accrued was in the case of "Self-recognition of ability" which was ranked in fifth place by 43.0 per cent of the participants. In all other cases the distribution of rankings was essentially bi-modal.

Table XXII presents the response to question twenty, "In what way have you benefitted by in-service training or guidance which you have received in Supply Corps organizations at which you have served?" The average rating of listed factors was determined by assigning values of one, two and three respectively to the verbal ratings of "Greatly," "Moderately" and "Little" respectively. The average rating of factors was 1.39 for "Facts Learned," 1.49 for "Methods Learned," 1.81 for "Stimulation of Ambition," and also for "Development of Favorable Attitudes," 1.86 for "Ideals or Principles Developed" and 1.89 for "Example of Superiors." Twenty officers listed other factors which received an average rating of 1.3. Descriptions of these factors were "sound business practice," "Responsibility," and "Desire to do the very best job I can."

Table XXIII presents the response to questions twenty-eight, "What is the relative importance of factors in your service experience which have contributed to your qualifications for more responsible positions?" The factors were ranked on a scale of one to six in all but twenty-three cases

TABLE XXII

SOURCE OF BENEFIT DERIVED FROM TRAINING AND GUIDANCE
RECEIVED AT VARIOUS DUTY STATIONS
WHERE PARTICIPANTS SERVED

Source Ranked By Popularity*	N	Degree		
		Greatly	Moderately	Little
Facts Learned.....	183	116	59	24
Methods Learned.....	185	94	75	12
Stimulation of Ambition or Initiative..	182	68	80	34
Development of Favourable Attitudes.....	182	50	90	53
Ideals or Principles Developed.....	181	58	90	33
Example of Superiors and Others.....	185	54	95	35

*Achieved by weighted average of ratings assigned each benefit by participants.

Source: Response to question number twenty of questionnaire.

Project			ID	Project Name
Project ID	Project Name	Project ID		
01	Project A	01	Project A	
02	Project B	02	Project B	
03	Project C	03	Project C	
04	Project D	04	Project D	
05	Project E	05	Project E	
06	Project F	06	Project F	
07	Project G	07	Project G	
08	Project H	08	Project H	
09	Project I	09	Project I	
10	Project J	10	Project J	

Page 10 of 10

TABLE XXIII

RELATIVE IMPORTANCE OF FACTORS IN SERVICE
EXPERIENCE OF PARTICIPANTS WHICH HAVE
CONTRIBUTED TO THEIR QUALIFICATIONS
FOR MORE RESPONSIBLE POSITIONS

Factors	N	Average Ranking
Facts Learned.....	193	2.4
Methods Learned or Perfected.....	195	2.7
Stimulation of Ambition or Initiative...	190	3.5
Ideals or Principles Developed.....	193	3.8
Example of Superiors or Contemporaries..	192	4.3
Development of Favorable Attitudes.....	191	4.5

Source: Response to question twenty-eight of the questionnaire.

UNITED STATES

DEPARTMENT OF COMMERCE
BUREAU OF MARITIME SERVICE
OFFICE OF THE MARITIME COMMISSIONER
WASHINGTON, D. C. 20540

Number of Vessels	Year	Description
100	1971	.....
100	1972	.....
100	1973	.....
100	1974	.....
100	1975	.....
100	1976	.....
100	1977	.....

.....

where a scale of one to seven was employed. Persons including other factors gave them an average ranking of 3.3. Typical descriptions of these factors were "Delegation of responsibilities by superiors and confidence in results," and "Responsibility forced study."

Table XXIV presents the response to question nineteen, "In your opinion what degree of responsibility should be assumed by the following parties for the training and development of individual officers?" Each of the options were ranked on a scale of one to five by the participants. A clearly defined modal group of rankings appeared for every option excepting the "Bureau of Supplies and Accounts." The distribution of rankings for this option was bi-modal, 31.1 per cent of the participants ranking it in first place, 16.8 per cent in second place, 14.3 per cent in third place, 34.7 per cent in fourth place and 3.1 per cent in fifth place. The modal groups for each of the other factors was 53.3 per cent of the participants ranking "Bureau of Naval Personnel" in fifth place, 44.1 per cent ranking "Commanding Officers" in third place, 41.5 per cent ranking "Immediate Superiors" in second place and 56.4 per cent ranking "Each Individual Officer" in first place.

Table XXV presents the response to questions forty-two, forty-three and forty-four. Question forty-two asks, "In your opinion are Supply Corps Officers ordinarily sufficiently familiar with the content and application of Navy Civilian Personnel Instructions?" The officers who

TABLE IXIV

ALLOCATION OF RESPONSIBILITY FOR THE TRAINING
AND DEVELOPMENT OF INDIVIDUAL OFFICERS

Location of responsibility	N	Average Ranking
With individual officer.....	195	2.03
Bureau of Supplies and Accounts.....	184	2.62
Immediate superiors.....	193	3.03
Commanding officers.....	193	3.32
Bureau of Naval Personnel.....	197	3.94

Source: Response to question nineteen of the questionnaire.

TABLE XV

EFFECTIVENESS OF TRAINING IN NAVAL CIVILIAN
PERSONNEL INSTRUCTIONS AND
VERBAL EXPRESSION

Category	N	Per cent of totals
Consider Supply Corps Officers sufficiently familiar with M.C.P.I.....		
Yes.....	19	9.7
No.....	176	88.0
Uncertain.....	20	10.3
Total.....	195	100.0
Consider Supply Corps Officers should be given training in M.C.P.I.....		
Yes.....	163	83.6
No.....	32	16.4
Total.....	195	100.0
Consider Naval training has improved oral expression ability.....		
Yes.....	179	87.2
No.....	24	12.1
Total.....	199	100.0
Consider Naval training has improved written expression ability.....		
Yes.....	176	88.5
No.....	23	12.5
Total.....	199	100.0

Source: Response to questions forty-two, forty-three and
forty-four of the questionnaire.

indicated uncertainty did not include the rank of Captain or Lieutenant Commander. Aside from these differences the distribution of response by rank reflected almost no variance.

Question forty-three asks, "Do you consider that Supply Corps officers, in general, should be given specific training in Navy Civilian Personnel Instructions?" The only apparent variance of response between ranks was in the rank of Captain and Ensign. Each of these groups gave unanimous responses in the affirmative. Some of those responding "No" commented to the effect that detailed training in this area was not necessary or desirable.

Question forty-four asks, "Do you feel that your training in the Navy has increased your ability to express yourself clearly and concisely?" The only variance in distribution of response was in the rank of Captain and Ensign, which groups gave unanimous responses in the affirmative. The following statement is typical of comments made by some of the participants making negative responses to this question:

Subject officer has had wide civilian experience as a public speaker and newspaper man; while undoubtedly some improvement has occurred because of normal mental maturity during six years in the Navy, the same, or greater development, would have occurred as a civilian. Hence naval training is not considered a factor.

Table XXVI presents the response to questions thirty-two and thirty-three. Question thirty-two asks, "In your opinion, is there a shortage of well-qualified officers in

TABLE XXVI
SHORTAGE OF WELL-QUALIFIED OFFICERS
IN THE SUPPLY CORPS

Category	N	Per cent
Degree of shortage		
A great shortage.....	30	15.5
Some shortage.....	122	62.0
No shortage.....	29	14.9
There is a surplus.....	3	1.5
Uncertain.....	10	5.2
Total.....	194	100.0
Cause of shortage		
Insufficient experience.....	37	22.7
Insufficient training.....	7	4.3
Insufficiency of both training and experience.....	31	55.8
Unfavorable attitude.....	17	10.4
Inability to properly express them- selves orally or in writing.....	3	1.8
Other reasons.....	8	4.2
Total.....	103	100.0

Source: Questions thirty-two and thirty-three of the questionnaire.

TABLE 23

PERCENTAGE OF TOTAL POPULATION
OF THE UNITED STATES

PERCENT	POPULATION	PERCENT	POPULATION
1.0	1,000,000	1.0	1,000,000
2.0	2,000,000	2.0	2,000,000
3.0	3,000,000	3.0	3,000,000
4.0	4,000,000	4.0	4,000,000
5.0	5,000,000	5.0	5,000,000
6.0	6,000,000	6.0	6,000,000
7.0	7,000,000	7.0	7,000,000
8.0	8,000,000	8.0	8,000,000
9.0	9,000,000	9.0	9,000,000
10.0	10,000,000	10.0	10,000,000
11.0	11,000,000	11.0	11,000,000
12.0	12,000,000	12.0	12,000,000
13.0	13,000,000	13.0	13,000,000
14.0	14,000,000	14.0	14,000,000
15.0	15,000,000	15.0	15,000,000
16.0	16,000,000	16.0	16,000,000
17.0	17,000,000	17.0	17,000,000
18.0	18,000,000	18.0	18,000,000
19.0	19,000,000	19.0	19,000,000
20.0	20,000,000	20.0	20,000,000
21.0	21,000,000	21.0	21,000,000
22.0	22,000,000	22.0	22,000,000
23.0	23,000,000	23.0	23,000,000
24.0	24,000,000	24.0	24,000,000
25.0	25,000,000	25.0	25,000,000
26.0	26,000,000	26.0	26,000,000
27.0	27,000,000	27.0	27,000,000
28.0	28,000,000	28.0	28,000,000
29.0	29,000,000	29.0	29,000,000
30.0	30,000,000	30.0	30,000,000
31.0	31,000,000	31.0	31,000,000
32.0	32,000,000	32.0	32,000,000
33.0	33,000,000	33.0	33,000,000
34.0	34,000,000	34.0	34,000,000
35.0	35,000,000	35.0	35,000,000
36.0	36,000,000	36.0	36,000,000
37.0	37,000,000	37.0	37,000,000
38.0	38,000,000	38.0	38,000,000
39.0	39,000,000	39.0	39,000,000
40.0	40,000,000	40.0	40,000,000
41.0	41,000,000	41.0	41,000,000
42.0	42,000,000	42.0	42,000,000
43.0	43,000,000	43.0	43,000,000
44.0	44,000,000	44.0	44,000,000
45.0	45,000,000	45.0	45,000,000
46.0	46,000,000	46.0	46,000,000
47.0	47,000,000	47.0	47,000,000
48.0	48,000,000	48.0	48,000,000
49.0	49,000,000	49.0	49,000,000
50.0	50,000,000	50.0	50,000,000
51.0	51,000,000	51.0	51,000,000
52.0	52,000,000	52.0	52,000,000
53.0	53,000,000	53.0	53,000,000
54.0	54,000,000	54.0	54,000,000
55.0	55,000,000	55.0	55,000,000
56.0	56,000,000	56.0	56,000,000
57.0	57,000,000	57.0	57,000,000
58.0	58,000,000	58.0	58,000,000
59.0	59,000,000	59.0	59,000,000
60.0	60,000,000	60.0	60,000,000
61.0	61,000,000	61.0	61,000,000
62.0	62,000,000	62.0	62,000,000
63.0	63,000,000	63.0	63,000,000
64.0	64,000,000	64.0	64,000,000
65.0	65,000,000	65.0	65,000,000
66.0	66,000,000	66.0	66,000,000
67.0	67,000,000	67.0	67,000,000
68.0	68,000,000	68.0	68,000,000
69.0	69,000,000	69.0	69,000,000
70.0	70,000,000	70.0	70,000,000
71.0	71,000,000	71.0	71,000,000
72.0	72,000,000	72.0	72,000,000
73.0	73,000,000	73.0	73,000,000
74.0	74,000,000	74.0	74,000,000
75.0	75,000,000	75.0	75,000,000
76.0	76,000,000	76.0	76,000,000
77.0	77,000,000	77.0	77,000,000
78.0	78,000,000	78.0	78,000,000
79.0	79,000,000	79.0	79,000,000
80.0	80,000,000	80.0	80,000,000
81.0	81,000,000	81.0	81,000,000
82.0	82,000,000	82.0	82,000,000
83.0	83,000,000	83.0	83,000,000
84.0	84,000,000	84.0	84,000,000
85.0	85,000,000	85.0	85,000,000
86.0	86,000,000	86.0	86,000,000
87.0	87,000,000	87.0	87,000,000
88.0	88,000,000	88.0	88,000,000
89.0	89,000,000	89.0	89,000,000
90.0	90,000,000	90.0	90,000,000
91.0	91,000,000	91.0	91,000,000
92.0	92,000,000	92.0	92,000,000
93.0	93,000,000	93.0	93,000,000
94.0	94,000,000	94.0	94,000,000
95.0	95,000,000	95.0	95,000,000
96.0	96,000,000	96.0	96,000,000
97.0	97,000,000	97.0	97,000,000
98.0	98,000,000	98.0	98,000,000
99.0	99,000,000	99.0	99,000,000
100.0	100,000,000	100.0	100,000,000

Source: U.S. Census Bureau, "The United States in 1954," Washington, D.C., 1954.

the Supply Corps?" Distribution of responses within ranks revealed some variance of opinion. Captains were not represented in the group responding "A great shortage." The group responding "There is a surplus" included the rank of Lieutenant Commander and Commander only. The group expressing uncertainty was limited to the rank of Ensign, Lieutenant Junior Grade and Lieutenant.

Question thirty-three asks, "If, in your opinion, a shortage does exist, to what do you attribute the cause?" Some variance in rank distribution was observed; those responding "Insufficient training" included all ranks except Captains and Ensigns and those responding "Inability to properly express themselves..." represented officers in the rank of Lieutenant Junior Grade and Lieutenant only. Excepting for these variations rank distributions were substantially the same. Those indicating other reasons made reference to the officer procurement program.

Table XXVII presents the response to questions forty-seven and forty-eight. Question forty-seven asks, "Have you gotten any ideas from this questionnaire which you intend to utilize or consider in the grooming of your subordinates?"

Question forty-eight asks, "Should a majority of the persons surveyed express further interest in this study, a tabulation of the questions with total responses will be mailed to the entire distribution list. Do you desire a copy?" Several of the participants supplemented their affirmative answers with comment such as the following:

TABLE XVII
INTEREST OPINIONEN IN THE CAREER
DEVELOPMENT QUESTIONNAIRE

Interests	Responses	
	N	Per cent of N
Have gotten ideas from the questionnaire which will be utilized or considered in the planning of subordinates:		
Yes.....	137	71.4
No.....	55	28.6
Total.....	192	100.0
Desire a summary of findings:		
Yes.....	137	71.4
No.....	55	28.6
Total.....	192	100.0

Source: Response to questions number forty-seven and forty-eight of the questionnaire.

CIVIL ENGINE
REPORT NO. 11
DEPARTMENT OF CIVIL ENGINEERING
UNIVERSITY OF CALIFORNIA

Observations		Remarks
Time	Temp.	
1:00	70	Temperature of water in tank
1:15	70	Temperature of water in tank
1:30	70	Temperature of water in tank
1:45	70	Temperature of water in tank
2:00	70	Temperature of water in tank
2:15	70	Temperature of water in tank
2:30	70	Temperature of water in tank
2:45	70	Temperature of water in tank
3:00	70	Temperature of water in tank
3:15	70	Temperature of water in tank
3:30	70	Temperature of water in tank
3:45	70	Temperature of water in tank
4:00	70	Temperature of water in tank
4:15	70	Temperature of water in tank
4:30	70	Temperature of water in tank
4:45	70	Temperature of water in tank
5:00	70	Temperature of water in tank
5:15	70	Temperature of water in tank
5:30	70	Temperature of water in tank
5:45	70	Temperature of water in tank
6:00	70	Temperature of water in tank
6:15	70	Temperature of water in tank
6:30	70	Temperature of water in tank
6:45	70	Temperature of water in tank
7:00	70	Temperature of water in tank
7:15	70	Temperature of water in tank
7:30	70	Temperature of water in tank
7:45	70	Temperature of water in tank
8:00	70	Temperature of water in tank
8:15	70	Temperature of water in tank
8:30	70	Temperature of water in tank
8:45	70	Temperature of water in tank
9:00	70	Temperature of water in tank
9:15	70	Temperature of water in tank
9:30	70	Temperature of water in tank
9:45	70	Temperature of water in tank
10:00	70	Temperature of water in tank
10:15	70	Temperature of water in tank
10:30	70	Temperature of water in tank
10:45	70	Temperature of water in tank
11:00	70	Temperature of water in tank
11:15	70	Temperature of water in tank
11:30	70	Temperature of water in tank
11:45	70	Temperature of water in tank
12:00	70	Temperature of water in tank

Report on the work done during the summer of 1911, under the direction of the Civil Engineering Department, University of California.

It is considered that an analysis of this questionnaire, plus the one distributed about a year ago, would be of considerable interest and definite value to Supply Corps officers who are interested in the future of the Navy.

A real pleasure to see this type of poll being taken for the good of the corps. I hope that encouraging and useful results will be obtained and that they can be used to our advantage.

The other questionnaire to which the former comment refers was distributed by Robert J. Gerhardt in his study of Career Planning for Navy Supply Corps officers. (11)

General comments received. Fifty-five per cent of the questionnaires, one hundred and nine, contained general comment. Some discussed the subject of training in general terms, others enumerated specific shortcomings of present practices and several others contained specific recommendations. The statements which have been selected for quotation herein are excerpts from comments frequently made by officers in various ranks:

BuSAND should require actual in-service training programs of all activities under its cognizance and make a positive check on operation and effectiveness of such programs.

In general the officer as a leader is often overlooked in the great need for working hands. Most officers are happiest when they are turning over lots of paper on their desks, so maybe it will require force and coercion from the highest levels to impose in-service training programs. It is recommended that the committee consider and analyze the Work Improvement Program in effect for Civilians as a source of doctrine for officer personnel.

There are fewer well-rounded Supply Corps officers than the Navy needs and more Supply Corps Officers qualified only in certain fields than the Navy needs. Lack of knowledge in the field of accounting among Supply Corps officers is appalling.

I feel that qualifications as presently promulgated are vague and very seldom is current in-service training adequate for specific requirements for promotion.

The continued transfer of senior line officers, Lieutenant and above, to the Supply Corps has been extremely detrimental to the Corps, both technically and administratively. Transfers to the Supply Corps should be limited to Lieutenants (JG) and below.

To my way of thinking the selection of candidates to postgraduate and other courses leaves a lot to be desired. Maybe I'm wrong in my thinking, but it seems that it's who you know and not what you know is the governing criteria. The rotation of officers should be given considerable thought, too. The 'politicians' in our midst keep themselves well entrenched in desirable jobs, while the rest of us on the perimeter continue to be rotated.

The individual officer, in the interest of his own career is the most important link; however, he is limited to what he can do, and his initiative and enthusiasm must be 'sparked' by the C.O. if training is to be successful.

One of the most important items in my mind that you mentioned is the 'Navy Civilian Personnel Instructions.' The lack of understanding of these instructions by Supply Corps Officers greatly hampers our work -- junior officers should receive training along these lines before they are ever faced with the problem of Civil Service Personnel -- If all officers knew these instructions half as well as their civilians we would have a better group of civilian employees.

I believe that no Ensign or Lieutenant Junior Grade should serve as a department head on his first afloat cruise, but should be assigned as a department head afloat upon the completion of his first shore duty following a tour afloat as an assistant to some Senior Supply Corps Officer.

Believe there is a tendency for some SC officers to take too much for granted and have a lack of details that so many times are of utmost importance. In other words too much reliance (100%) on their subordinates without actually knowing what is going on in their dept. Famous last words 'The chief said it was OK.' The SC officer is still and always will be the responsible individual and it is his job to know his work and to determine what he believes is the most important without losing sight of the fact many items which appear insignificant are many times important.

An officer is an individual with greater or lesser abilities. These abilities should be studied rather than judging purely on rank. Treat an officer as a person or an individual not as another hole in an EAM card. Study his personality, smooth his rough edges and give him the opportunity to 'own' his particular assignment. Pride of ownership in a billet makes for a better job.

It is suggested that the BuSanda take a stronger interest in the training of enlisted personnel which have been in such extreme shortage in my experience on sea duty. It is felt that the training of officers could be advanced by more adherence to the principles of granting individual officers requests where possible. It seems that officer requests are scanned upon reaching the Bureau and if no immediate opening exists, the request is filed in the nearest waste basket.

In the interest of improving morale I suggest that, if possible, an officer should be informed approximately 90 days prior to receipt of transfer orders, thereby permitting him to make necessary arrangements for leaving family, household effects, etc. at present locality and also to permit opportunity to arrange for living accommodations at new location.

Under the present system of assignment the type of duty to which you are to be assigned is unknown to individual officer until he receives copy of his orders. It is realized that exact assignment of individuals cannot be determined this far in advance, but assumed that type of duty classification could be reasonably predicted. Given this advanced information I am certain that career officers of the Corps would utilize all available resources, free time, and directives so that upon ultimate assignment to new station they are in a ready-to-take over position. This preliminary preparation for next assignment must now be accomplished in most cases during proceed time and relief period at new billet.

Recommend that a supply refresher course similar to General Line School for line officers be established for Supply Officers. Many of us went through Supply School in four months and have not had experience in all phases of supply.

The single biggest fault in Naval officers today, both line and staff, is their inability to understand and apply simple truths of personnel administration.

DISCUSSION AND INTERPRETATION

General. The sample of Supply Corps officers which was obtained for the survey appears to be adequate and representative of the Supply Corps (See Table I). Although the rank of Admiral was not sampled, the sampling procedure would not have permitted more than two Admirals to have been included. In addition it should be noted that analysis of responses to the questionnaire did not disclose any marked differences of opinion, attitude or development experience between the different ranks of personnel sampled.

The officers surveyed represent a wide variety of personal and naval service backgrounds (See Table II). Their characteristics in terms of age, education, officer status, duty classification and naval service included every conceivable category. One interesting fact which was revealed but cannot be accounted for through the survey results was the inverse relationship of accrued non-commissioned service and seniority in rank.

Similarly the current placement of these officers (See Table III) includes a diverse variety of naval organizations and positions. Forty-one per cent of the group are assigned as commanding officers, officers-in-charge, executive officers or executive assistants and department heads. It should be noted that incumbents of such positions are usually in a position to establish and conduct training programs. Furthermore articles 0710, 0803 and 0903 of Navy

Regulations (18, p. 83ff) direct that this be done and article 0907 (18, p. 111) states that responsibilities of subordinate personnel "shall include the supervision and training of personnel assigned to them."

The survey results may well be considered in the light of these factors and the fact that 38.7 per cent of the officers in the survey group do supervise other officer personnel. In other words, although the survey results reveal certain pronounced attitudes, opinions and experiences of the officers surveyed, a substantial proportion of the officers are in a position to influence other Supply Corps officers along the lines which they advocate.

An attempt has been made herein to state more systematically, than was possible in a statistical account, the results of the survey and some of their implications for practice. The results have been grouped into several topics pertinent to development of personnel. These topics which include personnel organization and policy, tools and records, training, incentives and related factors are discussed in the following text.

Personnel organization and policy. That officer personnel organizations in the field are not all that they should be appears evident (See Table IV). Sixty-five per cent of the participants reported non-observance of one or more basic organization principles in naval organizations in which they have served. Of the four principles on which comment was sought the one which was most frequently men-

tioned was delegation of authority commensurate to responsibility. Others were the principles of single accountability, span of control and homogeneity of duties which were mentioned in that order of frequency. One of these, span of control, was confirmed by examination of objective data (See Table V) which revealed that the average number of personnel directly supervised by, and directly accountable to, the participants was over 18 persons for each rank excepting Captain.

Davis (9, p. 68) states "The delegation of responsibility should carry with it a commensurate delegation of authority." This principle is widely accepted as a fundamental requisite in any form of human organization. It should be noted however that Navy Regulations do not require delegation of authority. These regulations (21, p. 81) state:

While he may, at his discretion, and when not contrary to law or regulations, delegate authority to his subordinates for execution of details, such delegation shall in no way relieve the commanding officer of his continued responsibility for the safety, well-being, and efficiency of his entire command.

Davis (9, p. 66) also states "It is desirable wherever possible, that lines of authority and responsibility be so developed that we have single accountability." He recognizes span of control to be flexible but states (9, p. 57) "Experience indicates that the number should not be less than three nor more than seven." He further concludes (9, p. 58) "In general, it is possible to supervise

satisfactorily a larger number of similar functions than dissimilar functions."

Holden, Fish and Smith (13, p. 5) conclude "Top executives, no matter how competent, cannot function without a sound plan of organization." They further state "In any company, clarification of the top structure is the first requisite, since confusion or vagueness at the top is reflected downward throughout the organization." Although these conclusions specifically pertain to business and industry it appears that organizational clarification and careful structuring are a prerequisite to effective functioning and development of personnel as well as the organization. In passing it should also be noted that the Air Force has adopted these four principles (AAF Regulation No. 40-6, 5 May 1947) as basic concepts of organization.

The participants were almost equally divided on the question of development policy (See Table VI). Fifty-one and eight tenths per cent stated that the primary responsibility of an officer-in-charge should be the day-to-day efficiency of the station. The balance of 48.2 per cent stated that development, short and long range, of subordinate personnel should be the primary responsibility of a commanding officer. The attitude of the majority is in conflict with naval policy (3, p. 8) which states:

The long range development of capable and deserving officers is of much more importance than the day-to-day efficiency of a single ship or station.

Comments received indicated that those who felt officer

development should be a primary responsibility of commanding officers believed that only through such means could the stations efficiency be effectively improved. This latter concept is consistent with current thinking in business and industry (See page 3) as well as naval policy.

In regard to officer assignment policy in field organizations of the Supply Corps it is apparent that opinions are quite diverse (See Table VII). However, the qualifications of an officer for a contemplated billet were felt by most of the participants to be the primary consideration. Secondly, it appears that an officer's career requirements should be considered in making the assignment. Vacancies in the organization and the corresponding of ranks and billet are considered of least importance, third and fourth respectively.

It was noted that such an assignment policy is not always followed (See Table VIII). Slightly over 60 per cent of the officers reported that it was usually followed and 39.4 per cent reported that it was rarely followed. Even greater deviation was revealed by analysis of questionnaires which outlined an officer assignment policy identical with that of the group average. In this group 53.6 per cent reported that such a policy was rarely observed while only 46.4 per cent reported that it was usually observed. Comments received indicated that rank and organizational vacancies were ordinarily the basic criteria for placement purposes rather than qualifications

and officer career requirements.

The attitude of the group in regard to the relative importance of factors in the placement of personnel seems to be appropriate. Tiffin (19, p. 1) supports this attitude by stating "The success of personnel placement depends upon placing every individual on the job that matches the capacity of the individual and upon giving him adequate and specific training to do the job." Such a policy permits assignment of those "Best fitted" to particular billets and fosters their growth or progress in their careers.

Personnel tools and records. The qualification jacket possessed by each officer is frequently the only basis, aside from a personal interview, on which proper placement of an officer can be determined. The survey group was somewhat divided in their opinion of the effectiveness of this record (See Table IX). A slight majority believed it to be inadequate in some respects.

Some specific shortcomings of this record were apparent from both the distribution of responses to objective questions as well as comments received. Reference to Tables IX and XIII reveals that although twenty-nine officers are in training for more responsible duties through station programs, seventy-four are reported as in training for such duties on fitness reports a copy of which is filed in the qualification jacket. In contrast to this situation is the fact that the majority of those taking positive steps toward self-development are not being reported as in training

for more responsible duties. Analysis of comments received reveals, in addition, that entries are sometimes inaccurate, brief, not current and that the qualification jacket is not always used.

It appears, on the whole, that this basic record is not regarded favorably. However, objective data from which a person's qualifications can be evaluated for placement purposes is desirable. It would seem that the substantial lack of regard for this record lies in part in the routine maintenance and use of the record as well as the fact that qualifications are not, in the opinion of the participants, considered of primary importance in current placement practices.

The fitness report is another basic tool and record, for appraisal of officer performance, which is not apparently used to maximum advantage (See Tables X and XI). Although one basic purpose of fitness reports is to provide data for selection and promotion, it can also serve for motivation and placement purposes. Holden, Fish and Smith (13, p. 122) include the following as requirements for effective use of merit ratings in industry:

1. The individuals rated should be informed of their weaknesses and guided or assisted in their correction through special training and supervision.
2. Improperly placed personnel should be reassigned to better advantage.
3. Key employees who do not fully measure up to requirements after repeated efforts toward their improvement should be removed from these positions in order not to jeopardize the effective functioning of the organization.

All but 12.6 per cent of the participants have been shown their fitness reports usually or always (Table X). However, this has ordinarily been limited to a visual review (Table XI) which has not served either to satisfy or motivate the person rated. Furthermore it has not facilitated development of the personnel rated since their shortcomings have often been unknown to themselves, as evidenced by comments received.

The participants were almost unanimous in their desire for frank and comprehensive discussions of fitness reports, irrespective of ratings assigned. However, only a relatively small proportion of them have been afforded such an opportunity. Those few who have experienced such discussions felt that they had benefitted substantially thereby. Comments received indicate that such discussions must be voluntarily and interestedly initiated by the rating officer since the subordinates are reluctant to broach the subject.

The survey group considered that fitness report recommendations for future assignment of persons rated should provide for both assumption of greater responsibility and broadening of experience (See Table XII). However it was noted that a substantial number, 31.6 per cent, believe that such recommendations have in the past often provided for assignment of individuals to positions for which they are already fully qualified. Only a few members of the survey group indicated that the latter basis for such recommendations was desirable. It should be noted that Navy rotation

policy (1, p. 35) dictates assignment "to billets requiring broader responsibility." It should also be realized that large as the Navy is, it is conceivable that billets involving broader responsibility may, at times, be fewer than the proportion of officers who are not fully qualified in such duties.

Training. Relatively few of the officers surveyed are participating in any station development or guidance program (See Table XLIII), either for the job or for future jobs. A larger proportion are doing so on their own initiative through correspondence courses, university extensions and reading courses. About half of the officers surveyed stated they are not participating in any form of development effort.

The station training programs reported were described as rotation of assignments, Work Improvement Program, required correspondence courses, movies, lectures and guided tours. The number of officers reporting training programs was only 27 as compared with forty-five officers who stated they were participating in on-the-job training for the job and twenty-nine who stated they were in training for more responsible duties. There was some evidence in comments received to indicate the discrepancy may be accounted for through varying definitions of training. Some of the officers considered themselves in training by virtue of their employment on a job. Others also considered themselves in training by virtue of their being in line for

movement to another position. Most of them however apparently viewed training per se, in terms of guidance, counseling or teachings received rather than work experience.

Most of the participants who have observed training and development practices in field organizations of the Supply Corps during their naval careers rated it satisfactory but with ample room for improvement (See Table XIV). A substantial minority rated it effective while a smaller minority rated it ineffective. It should also be realized that 30.7 per cent of the survey group reported that no program had been observed during their service careers. This latter group coupled with those rating training and development as ineffective constitute little less than half of the survey group. This was a rather startling finding, particularly so in view of the continued emphasis on naval personnel development. Comments received indicated that officers are of the opinion that institution of planned and comprehensive development practices must receive its impetus from the Bureau of Supplies and Accounts.

Specific findings in the area of training methods and opportunities revealed some interesting information. A majority of the officers feel that indoctrination of officer personnel reporting for duty at stations, is on the whole adequate (See Table XV). A considerable number however do consider indoctrination practices entirely inadequate parti-

cularly in the area of personnel policies which is considered so by a slight majority of the participants.

The area in which indoctrination is most adequate appears to be that of plant familiarization. Indoctrination in the organization of the station is less adequate and in the area of basic operating policies even less so. Relatively few of the officers surveyed consider that indoctrination in any of these areas is thorough. A related finding may be the fact that previous training of the officers is principally in the area of methods and procedures (See Table XVI). Only a minority of the group surveyed has had any training in principles of organization and control, personnel management and budgeting and planning.

The officers feel that the most effective technique in the development of officer personnel, while on the job, is through assignment of special projects to them (See Table XVII). Techniques considered slightly less effective are example of superiors and rotation of duties. Conferences also are considered a fairly effective means while movies, lectures, case problems, committees and understudy assignments are considered substantially less effective, in the order enumerated. It is interesting to note that the understudy system was rated poorest. This attitude is corroborated to some extent by the conclusions of Scott, Clothier and Spiegel (17, p. 323) and Collinson (5, p. 31) who point out several disadvantages inherent in this technique.

All of these techniques have been observed in use by most of the officers excepting the case problem technique which has been observed only by a bare majority. Apparently these techniques are essentially utilized for the conduct of organizational business rather than training per se or in adjunct thereto. This appears to be the case when comparing these findings with the small number of officers reporting station development programs.

The techniques of rotating duties of officers at duty stations appears to be frequently practiced (See Table XVIII). However, the officers who have been rotated believe the cause was essentially materialization of vacancies in the organization or changes in officer personnel organization structure. Relatively few of these officers believe that rotation of duties experienced was due to planned development programs. The majority of the officers believe this technique is necessary to the improvement of their qualification for a successful naval career. Furthermore most of those who believe such a technique to be unnecessary stated they would revise their opinion in the event that tours of duty were substantially lengthened at any time in the future.

The officers generally feel that ample opportunity is afforded at duty stations for improvement of their qualifications, although a substantial minority feel that such opportunity is seldom afforded (See Table XIX). The officers also feel that their assignments at duty stations have

usually contributed additional experience which is necessary for pursuance of a successful career. A substantial minority of the officers have apparently been retained in particular assignments for an unduly long time; however, contrary to prevailing opinion (3, p. 8) these officers do not feel that this has imposed any handicap on their career.

The officers also feel that collateral duty is a questionable source for improvement of technical and administrative ability. While a majority believe collateral duty is usually or always of value, almost 40 per cent believe such duty is seldom or never of value. One of the primary objections to collateral duty assignments appeared to be their conflict with primary duties and not that experience gained thereby is valueless.

The assignment of collateral duties appears to be less discriminating than is desirable. Such assignments often make for heterogeneity of duties and accountability of the individual to two or more superiors. Necessarily conflict with primary duties will arise unless the assignment of collateral duties is carefully controlled and their potential effect on primary duties is recognized and mitigated.

Incentives. Scott, Clothier and Sprigell (17, p. 322) as well as other authorities claim that consultative supervision can serve to both motivate and develop the supervised personnel. They define consultative supervision as:

A process or technique of management whereby the supervised are not only consulted before action in which they are interested is taken, but the supervised are also urged to contribute constructive thought to the solution.

Such a procedure in supervision is apparently preferred by a majority of the officers (See Table IX), who prefer to receive their instructions from their superiors by means of discussion and mutual agreement. However, only 29.0 per cent of the officers have usually experienced such supervision in their naval service, the most frequently experienced supervisory technique being the issuance of general instructions. Other techniques experienced to a greater extent than preferred by the officers are the issuance of suggestions or orders.

Although such supervisory techniques as issuance of suggestions or general instructions may be designed to allow for individual initiative they cannot approach the benefits of discussion and agreement which recognizes the supervised as competent and having authority commensurate to his responsibilities. Perhaps the reason for limited use of discussion and agreement in supervisory relationships is due to limited use of the organization principle of granting authority commensurate to responsibility. In any case extended use of discussion and agreement would appear to promote organizational efficiency as well as satisfaction of desires of the supervised personnel.

The officers on the whole consider they have benefited greater from facts and methods learned in training or

through experience than through personalized techniques such as recognition or example of superiors (See Tables XII and XIII). Here, as in the use of fitness reports, there appears to be room for greater active interest by superiors in the development of subordinate personnel.

The officers feel that the primary stimulants to their ambition and initiative, have been recognition by superiors of work well done, respect and recognition among all personnel with whom associated, and the granting of superior opportunities (See Table XII). Obviously motivational benefits such as these must be deserved by the individual. Assuming they are deserved, recognition would seem necessary and profitable for all parties concerned.

Related factors. The majority of the officers acknowledged that they themselves were primarily responsible for their own development. It was interesting to note however that 31.1 per cent felt that the Bureau of Supplies and Accounts should assume primary responsibility. This can be explained to a certain extent by general comments received as well as those received in connection with Tables VIII, XI and XIV. These comments point up a need for opportunity to be afforded for development on-the-job through careful placement and interested supervision as well as organized training.

A great majority of the officers feel that Supply Corps officers are not generally sufficiently familiar with the content and application of Navy Civilian Personnel Instructions (See Table XIV). An even greater majority

believe training in this area should be given. Many of the general comments received amplified this attitude and indicated that such training should be given prior to the assignment of officer personnel to any position requiring supervision of civilian personnel.

One area of naval training which apparently benefitted the officers greatly is that of oral and written expression (See Table XXV). Only a few of the officers denied such training had been of value, but comments received from some of them indicated that they felt there was little room for improvement when they entered the Navy.

Most of the officers feel that there is a shortage of well-qualified officer personnel in the Supply Corps. Other reasons frequently mentioned in general comments received were: the transfer of higher ranking line personnel into the Supply Corps; over-specialization within the corps; limited participation in advanced schooling and limitations of duty tour rotation. This situation and the causes to which it is attributed serve to emphasize further a need for planned experience and training. The principal reasons for the shortage were considered to be both training and experience.

Extensive interest was exhibited by the officers in the questionnaire (See Table XXVII). Seventy-one and four tenths per cent indicated that the questionnaire had given them ideas which they would utilize or at least

consider in the supervision of their subordinates. Furthermore 93.5 per cent indicated a desire to receive a summary of the results. In view of this near-unanimous desire the author plans to prepare an article for the Supply Corps organ, The Monthly Newsletter, summarizing the findings for information of all Supply Corps officers.

SUMMARY AND CONCLUSIONS

The situation. The present study was undertaken to explore the status of officer personnel development on the job in field organizations of the Supply Corps. A review of officer development in general revealed that the Supply Corps compares quite favorably with executive development in business and industry which it so closely resembles. However the specific nature or extent of officer development on the job was not ascertainable by means of published literature as was possible with respect to executive development in business and industry.

Accordingly it was necessary to utilize a mailed questionnaire as a primary method of investigation to accomplish the specific purpose of this study. Distribution of the questionnaire was made to ten per cent of the Supply Corps officers in each rank of Ensign through Captain. Completed questionnaires were returned by more than two thirds of the officers sampled and in most cases were supplemented by comments, which facilitated interpretation of the results.

Specific aspects of development practices which were investigated pertained to personnel organization, policy, records, training, incentives and related factors. Definite needs for improvement were established in each of these areas. In general these needs call for improved personnel management and human relations practices.

Some fundamental organization principles are not being observed by field organizations of the Supply Corps.

Chief among these is the principle of delegating authority commensurate to responsibilities which have been assigned subordinates and the principle of single accountability. Such a condition limits not only the potential efficiency of an organization but also the proper growth and development of its personnel.

The question of organization policies is also of vital importance to the effectiveness of officer development in their careers. More often than not policies currently in effect restrict such development by virtue of undue emphasis upon day-to-day efficiency of organizations, the rank of available officer personnel and the expediency of assigning officers to billets wherein vacancies materialize.

The fitness report and qualification jacket are being utilized in altogether too routine a fashion. This situation is caused by currently limited emphasis on officer qualifications and the limited interest of superiors in the development and growth of their subordinate personnel.

Planned training or guidance of officer personnel is limited to relatively few field organizations of the corps. Although opportunity for development of personnel does exist through work experience and management techniques, training as such is greatly neglected or carried on in an incidental manner.

Incentives are essential to motivate personnel in any undertaking. Limited use is now being made of such incentives as consultative supervision, recognition of work well done

by subordinates and recognition through granting of superior opportunities.

The consensus among officers surveyed indicates a shortage of well-qualified officers in the corps due primarily to insufficiency of training and experience. Other reasons for this situation included limited knowledge of Navy Civilian Personnel Instructions, transfer of higher ranking line personnel into the corps, over-specialization within the corps and conflict of collateral with primary duty assignments.

Recommendations. It is recommended that the Bureau of Supplies and Accounts prescribe a basic set of principles and procedures for the guidance of field organizations in the development of their officer personnel. Such a program should provide for the following as minimum requirements:

1. The adoption of, and conformance to, organizational principles which are both conducive to organizational efficiency as well as officer growth and development.
2. Re-emphasis of day-to-day organizational efficiency with concurrent increase in emphasis on long range officer development by means of which stability in organizational efficiency will be achieved.
3. Positive consideration of an officer's qualifications and career requirements when effecting or modifying placement of any officer.
4. Careful and accurate maintenance of qualification

jackets as well as active utilization of information contained therein when effecting placement of an officer.

5. Discriminating use of fitness reports as a tool for improving morale and effecting proper placement as well as permitting officer self-development by means of thoroughly frank, interested, cooperative and comprehensive discussion of them with each individual officer reported.

6. Indoctrination of officers reporting for duty at field organizations in the plant layout and operation, organization of the installation, basic operating policies and personnel policies of the command.

7. The use of special projects or trouble-shooting assignments, rotation of officers, particularly junior officers, through carefully selected billets and conferences as a means for officer growth and development as well as accomplishing the work of the organization.

8. The integration of collateral duty assignments with primary duty assignments wherever possible or the grouping of collateral duties as a set of primary duties and rotation of such assignments among individual officers.

9. The use of consultative supervision as a normal means for passing of instructions to subordinate personnel, providing for discussion and mutual agreement on action to be taken.

10. Positive emphasis upon recognition of meritorious efforts of subordinate personnel as a means of stimulating greater and better effort on their part.

It is also recommended that the Bureau of Supplies and Accounts consider taking the following action for overall officer development:

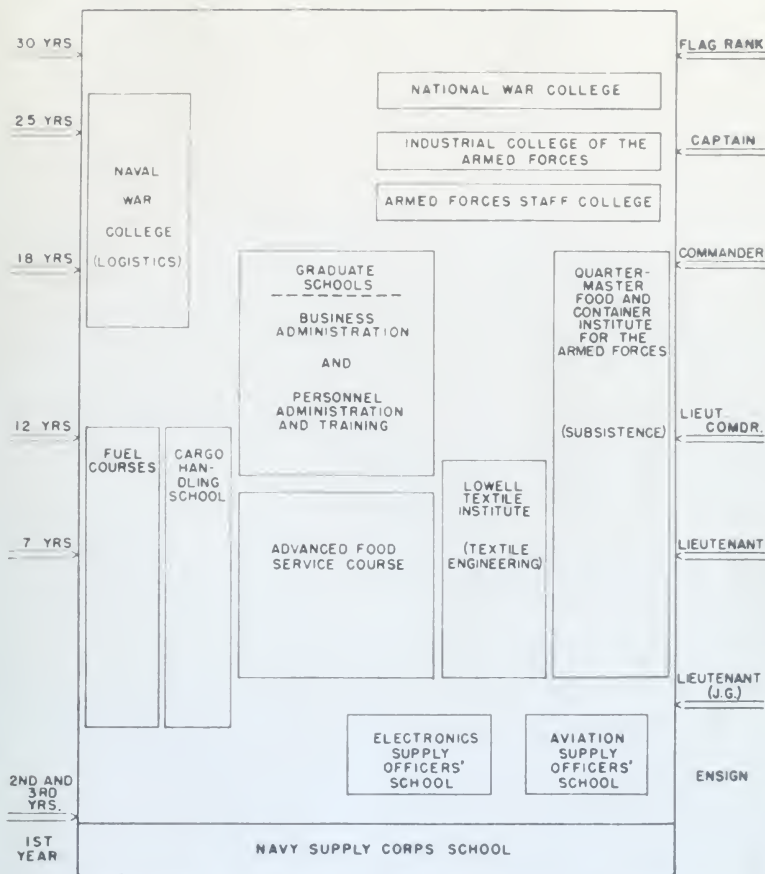
1. Provision for a refresher training program for Supply Corps officers similar to the General Line schools provided for line officers.
2. Provision for the training of Supply Corps officers in personnel management particularly in the area of Civil Service personnel administration.
3. Assignment of Ensigns as Supply Officer only after at least one tour of duty under an experienced officer of the Supply Corps.

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APPENDIX A



This chart demonstrates the various courses open to supply officers. Approximate times are shown at the left, and ranks of eligibility at the right.

SCHOOLS AND COURSES AVAILABLE TO REGULAR SUPPLY CORPS OFFICER PERSONNEL

	CONVENING DATE	LENGTH
General Service Course Navy Supply Corps School Bayonne, New Jersey	July January	7½ mos
Business Administration Harvard Stanford	September	2 yrs.
Training in Industry	Between first and second years at Graduate Schools of Business Administration	3 mos.
Textile Engineering Lowell Textile Institute Lowell, Massachusetts	September	2 yrs.
Personnel Administration and Training Stanford Ohio State Northwestern	June	12 mos.
Armed Forces Staff College Norfolk, Virginia	February September	5 mos.
Industrial College of the Armed Forces Washington, D. C.	September	10 mos.
Naval War College Newport, Rhode Island Senior Course Logistics	August	10 mos.
National War College Washington, D. C.	September	10 mos
U. S. Naval School Cargo Handling Naval Supply Center Oakland, California	April October	6 mos.
Quartermaster Food and Container Institute for the Armed Forces Chicago, Illinois	March August	26 wks.
Advanced Food Service Course Camp Lee, Virginia	September	10 mos
Aviation Supply Officers School Memphis, Tennessee	As required	7 wks
Electronic Supply Officers Course Electronic Supply Office U. S. Naval Supply Depot Great Lakes, Illinois	As required	3 wks
Ship's Service Store Management Course U. S. Navy Ship's Store Office Brooklyn, New York	Not scheduled	6 wks
Fuel Plant Operations Course Pt. Molate, California	As required	2 wks
Radiological Safety Course Biloxi, Mississippi	Periodic	6 wks
Armed Forces Information School Carlisle, Pennsylvania	April August November	14 wks
Five Term Program Various NROTC Colleges		5 semesters

Details concerning submission of applications are promulgated from time to time in the NEWSLETTER and Navy Department Semimonthly Bulletin. Specific information may be secured from the Naval Personnel Division (OIT) of the Bureau of Supplies and Accounts.

APPENDIX B

ENCLOSURE (J)

CATEGORY TEN - OFFICERS OF THE SUPPLY CORPS
Promotion Stages 1, EKS to LTJG; 2, LTJG to LT;
3, LT to LCDR; 4, LCDR to CDR; 5, CDR to CAPT.

PART I - EXECUTIVE
Same as Category One part One of enclosure (A)

PART II - OPERATIONS

SUBJECT	PROMOTION STAGES	BIBLIOGRAPHY
A. Logistics	1,2,3,4,5	(a) *General Line School Pamphlets on Logistics: (1) Personnel (2) Transportation (3) Introduction to Logistics (4) Supply Services (5) Material Functions (6) Maintenance (7) Financial Administration of the Wardroom Mess *To be distributed to all Ship and Station Libraries prior to August 1949.
B. Navy Supply System	1,2,3,4,5	(a) CNO ltr Serial 206 P411 of 28 February 1947; ND Semi-Monthly Bulletin of March 1947-47-309, ND Semi-Monthly Bulletin of March 1947-47-340, ND Semi-Monthly Bulletin of 15 May 1947-47-446.
C. Naval Supply Establishment Ashore	1,2,3,4,5	(a) BuSanda Manual - Volumes I and II.
D. Naval Supply Establishment Afloat	1,2,3,4,5	(a) BuSanda Manual - Volumes III and IV.
E. The Bureau of Supplies and Accounts, its functions and administration	3,4,5	(a) BuSanda Manual - Volume I. Navy Regulations.

PART III - TECHNICAL

Each officer will elect either A or B as a major technical field for examination, the other will be considered a minor. If A is elected as a major field, the candidate will take examinations in any four subjects in fiscal and one subject under supply as a minor. If B is elected as the major field, the candidate will be examined in two subjects under supply and two under fiscal as a Minor.

A. Fiscal		(a) BuSanda Manual - Volumes II, III, IV, V, VI and VII - and Navy Travel Instruction, except for A(7), Accounting - Cost Inspection and B(4) Navy Purchasing. No specific references are available for these areas and officers should not choose them without having had considerable experience therein.
(1) Disbursing Afloat	1,2	
(2) Disbursing Ashore	3,4	
(3) Travel	1,2,3	
(4) Accounting - Stores	1,2,3,4	
(5) Accounting - Appropriation	1,2,3,4	
(6) Accounting - Industrial - (Navy)	3,4	
(7) Accounting - Cost Inspection	2,3,4	
B. Supply		(a) BuSanda Manual - Volumes II, III, IV, V, VI and VII - and Navy Travel Instruction, except for A(7), Accounting - Cost Inspection and B(4) Navy Purchasing. No specific references are available for these areas and officers should not choose them without having had considerable experience therein.
(1) Afloat, including general Supply, Commissary, Ship's Store and Clothing and Small Stores	1,2,3,4	
(2) Ashore	3,4	
(3) Ship's Service and Commissary Store	2,3,4	
(4) Navy Purchasing	2,3,4	

APPENDIX C

CAREER DEVELOPMENT

IN THE

SUPPLY CORPS

AN OFFICER SURVEY

N-O-T-E

Read each question through completely and carefully before making your answer.

Mark some answer to every question. If you have more to say add it, but first mark one of the suggested answers.

Check and make sure you have answered every question before you place this in the return mail.

Be sure you do not write your name, file number, or address anywhere on this questionnaire. Only your thoughts are wanted, not your identity.

1. What is your present rank? _____
2. What is your commission classification? _____
3. Is your duty classification General Supply?
 - .1 _____ Yes
 - .2 _____ No (Indicate your specialty) _____
4. What is your age? (As of your nearest birthday) _____
5. How many years of active service have you completed?
 - .1 _____ Years of commissioned service
 - .2 _____ Years of non-commissioned service
6. What is the highest level of formal schooling, civilian or military, which you have completed?
 - .1 _____ Less than high school graduation
 - .2 _____ Graduated from high school
 - .3 _____ Some college but did not graduate. Completed _____ years
 - .4 _____ Graduated from college
 - .5 _____ Some post-graduate work. Degrees received were _____
7. To what type of organization are you currently attached?
 - .1 _____ Naval Supply Depot
 - .2 _____ Supply Demand Control Point
 - .3 _____ Navy Purchasing Office
 - .4 _____ Supply Department Ashore
 - .5 _____ Supply Department Afloat
 - .6 _____ Disbursing Office
 - .7 _____ Staff Organization
 - .8 _____ Other (Specify) _____
8. In what capacity are you serving?
 - .1 _____ Commanding Officer or Officer-in-Charge
 - .2 _____ Executive Officer or Senior Assistant
 - .3 _____ Internal Department Head
 - .4 _____ Internal Division Head
 - .5 _____ Other (Specify) _____
9. How many personnel do you supervise? (Indicate the number of personnel)
 - .1 _____ Directly supervised (Include only personnel directly
accountable to you)
 - .2 _____ Directly and indirectly supervised

10. What is the category of personnel you supervise? (X those applicable)

- .1 ☐ Officer
- .2 ☐ Enlisted
- .3 ☐ Civilian

11. Are you receiving training or guidance to improve your qualifications for the position to which you are currently assigned?

- .1 ☐ No
- .2 ☐ Yes (Describe briefly how you are being trained) _____

12. Are you participating in any form of training or development program for a more responsible duty?

- .1 ☐ No
- .2 ☐ Yes (Describe briefly how you are being trained) _____

13. Does your qualification jacket, section six (6) of the fitness report, indicate the more responsible duties for which you are in training?

- .1 ☐ Yes
- .2 ☐ No

Comment: _____

14. How often have you been shown your fitness report?

- .1 ☐ Always
- .2 ☐ Usually
- .3 ☐ Rarely
- .4 ☐ Never

15. Do you consider that your qualifications jacket accurately and completely reflects your capabilities?

.1 ☐ Yes
.2 ☐ No

Comment: _____

16. Do you believe a frank and comprehensive discussion of fitness reports between individual officers reported and their reporting seniors would be beneficial to individual officers?

.1 ☐ Yes
.2 ☐ No

What has been your experience in this regard? _____

17. Which of the following, in your opinion, should be the primary basis of fitness report detail recommendations for future assignment of officers being reported? (X one answer)

.1 ☐ Assignment to positions of greater responsibility
.2 ☐ Broadening of experience
.3 ☐ Assignment to duties for which already fully qualified

18. In your opinion, what was the primary basis of typical detail recommendations entered on your fitness reports?

.1 ☐ Assignment to positions of greater responsibility
.2 ☐ Broadening of experience
.3 ☐ Assignment to duties for which already fully qualified

19. In your opinion, what degree of responsibility should be assumed by the following parties for the training and development of individual officers? (Number your selections consecutively, starting with number 1 (one) for the most responsible)

.1 ☐ Bureau of Naval Personnel
.2 ☐ Bureau of Supplies and Accounts
.3 ☐ Commanding Officers or Officers-in-Charge
.4 ☐ Immediate superiors
.5 ☐ Each individual officer

20. In what way have you benefited by in-service training or guidance which you have received in Supply Corps organizations at which you have served? (X the degree of each way in which you have benefitted)

<u>Benefits</u>	<u>Greatly</u>	<u>Moderately</u>	<u>Little</u>
.1 Facts learned	_____	_____	_____
.2 Methods learned or perfected	_____	_____	_____
.3 Ideals or principles developed	_____	_____	_____
.4 Example of superiors and others	_____	_____	_____
.5 Stimulation of your ambition or initiative	_____	_____	_____
.6 Development of favorable attitudes	_____	_____	_____
.7 Other (Specify) _____	_____	_____	_____

21. Have you been given ample opportunity at each of your duty stations to improve your qualifications for potential assignments in your rank?

- .1 Always
 .2 Usually
 .3 Seldom

22. To what extent have your various duty assignments during tours of duty usually contributed additional experience necessary for improvement of your qualifications for a successful career in the naval service?

- .1 Greatly
 .2 Moderately
 .3 Little

23. Have you ever been retained on particular assignments for an unduly long period due to your proficiency in the particular assignment?

- .1 No
 .2 Yes (In what way has this affected the progress of your career?) _____

24. Have you usually been rotated through various assignments each tour of duty?

- .1 Always
 .2 Usually
 .3 Seldom
 .4 Never

25. If you were rotated through various assignments during a tour of duty, how did this come about?

- .1 ☐ Planned officer development program
- .2 ☐ Vacancies developed in the organization
- .3 ☐ Change in officer personnel organization
- .4 ☐ Due to your expressed preferences to gain experience
- .5 ☐ Other

26. Do you consider that a system of rotation in duty assignment at a particular station, during each tour of duty, is necessary to the improvement of your qualifications for assumption of future assignments contributing to a successful career?

- .1 ☐ Yes
- .2 ☐ No

27. If current "normal" tours of duty are substantially lengthened in duration at any future time, would your answer to the foregoing question be different?

- .1 ☐ Yes
- .2 ☐ No

28. What is the relative importance of factors in your service experience which have contributed to your qualifications for more responsible positions? (Consecutively number these factors, starting with number 1 (one) for the one you consider most important).

- .1 ☐ Facts learned
- .2 ☐ Methods learned or perfected
- .3 ☐ Ideals or principles developed
- .4 ☐ Example of superiors or contemporaries
- .5 ☐ Stimulation of your ambition or initiative
- .6 ☐ Development of favorable attitudes
- .7 ☐ Other (Specify) _____

29. In what way were you stimulated in your ambition or initiative? (Consecutively number these items, starting with number 1 (one) for the one you consider most important)

- .1 ☐ Recognition by superiors of work well done
- .2 ☐ By being given superior opportunities
- .3 ☐ Respect and recognition among other officers
- .4 ☐ Respect and recognition among all personnel with whom associated
- .5 ☐ Self-recognition of ability
- .6 ☐ Other (Specify) _____

30. To meet the continuing needs of the service, what is your opinion of the order of importance of these factors in the assignment of an officer to billets of an organization? (Consecutively number your selections, starting with number 1 (one) for the most important)

- .1 ☐ Career requirements of individual officers
- .2 ☐ Vacancies in the organization
- .3 ☐ His qualifications for the contemplated billet
- .4 ☐ Billet commensurate to his rank

31. From your observation, would you say that this assignment policy is observed?

- .1 ☐ Always
- .2 ☐ Usually
- .3 ☐ Seldom
- .4 ☐ Never

Comment: _____

32. In your opinion, is there a shortage of well-qualified officers in the Supply Corps?

- .1 ☐ A great shortage
- .2 ☐ Some shortage
- .3 ☐ No shortage
- .4 ☐ There is a surplus
- .5 ☐ Uncertain

33. If, in your opinion, a shortage does exist, to what do you attribute the cause? (X the most important single cause)

- .1 ☐ Insufficient experience
- .2 ☐ Insufficient training
- .3 ☐ Insufficiency of both training and experience
- .4 ☐ Unfavorable attitudes
- .5 ☐ Inability to properly express themselves orally or in writing
- .6 ☐ Other (Specify) _____

34. Which of the following requisites for effective organization of personnel were not regularly observed in activities at which you have served? (X each applicable opinion)

- .1 ☐ Authority commensurate to responsibilities was delegated
- .2 ☐ Personnel were accountable to a single superior
- .3 ☐ All duties assigned were of a similar nature
- .4 ☐ The number of personnel directly supervised were regulated to provide for maximum effectiveness of supervision
- .5 ☐ All of these were regularly observed

35. In your opinion, which of the following responsibilities of an officer in charge or in command of an activity should be most important? (X one answer)

- .1 ☐ Day to day efficiency of the activity
- .2 ☐ Development of subordinate officer personnel qualifications for a particular job at that activity
- .3 ☐ Long range development of subordinate officer's qualifications in general

36. Have officers reporting to duty at activities at which you have served, in your opinion, received adequate indoctrination, prior to assignment to duty? (X the degree of indoctrination for each factor)

<u>Phases</u>	<u>Thorough</u>	<u>Adequate</u>	<u>Inadequate</u>
.1 Organization of the activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.2 Basic operating policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.3 Personnel policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.4 Physical plant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. In what form would you prefer to receive instructions from your superior? (X one answer)

- .1 ☐ Orders
- .2 ☐ Suggestions
- .3 ☐ Discussion and mutual agreement
- .4 ☐ General instructions
- .5 ☐ Detailed instructions

38. Which of the foregoing most accurately reflects your general experience? (Indicate the number of the option)

- .1 ☐

Comment: _____

39. Have your collateral duties ordinarily been of value in the improvement of your administrative or technical ability?

- .1 ☐ Always
- .2 ☐ Usually
- .3 ☐ Seldom
- .4 ☐ Never

Comment: _____

40. Does your activity have an in-service training or guided development program(s) for officers attached to the activity?

.1 ☐ No
.2 ☐ Yes

(Briefly describe the program(s), including its organization, administration, participation, duration, etc.)

41. What has been the content of in-service training or guidance programs, formal and informal, in which you have participated? (X all those applicable)

.1 ☐ Principles of organization and control
.2 ☐ Budgeting and planning
.3 ☐ Personnel management
.4 ☐ Methods and procedures
.5 ☐ Other (Specify) _____

42. In your opinion, are Supply Corps officers ordinarily sufficiently familiar with the content and application of Navy Civilian Personnel Instructions?

.1 ☐ Yes
.2 ☐ No
.3 ☐ Uncertain

43. Do you consider that Supply Corps officers, in general, should be given specific training in Navy Civilian Personnel Instructions?

.1 ☐ Yes
.2 ☐ No

44. Do you feel that your training in the Navy has increased your ability to express yourself clearly and concisely?

.1 Orally .11 ☐ Yes
.12 ☐ No
.2 In writing .21 ☐ Yes
.22 ☐ No

45. How would you rate the effectiveness of training and development of officers in Supply Corps activities at which you have served? (X one answer)

- .1 ☐ Effective and extensive
- .2 ☐ Effective but limited
- .3 ☐ Satisfactory, with ample room for improvement
- .4 ☐ Not effective
- .5 ☐ No program observed

Comment: _____

46. The following have been selected from various industrial executive training techniques. Check those which you have observed in use at Supply Corps activities, rating them in effectiveness.

	<u>Effective</u>	<u>Satisfactory</u>	<u>Ineffective</u>
.1 Assignment to special projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.2 Rotation through various positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.3 Understudy assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.4 Conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.5 Committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.6 Case problem study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.7 Lectures and/or movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.8 Example of superiors and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

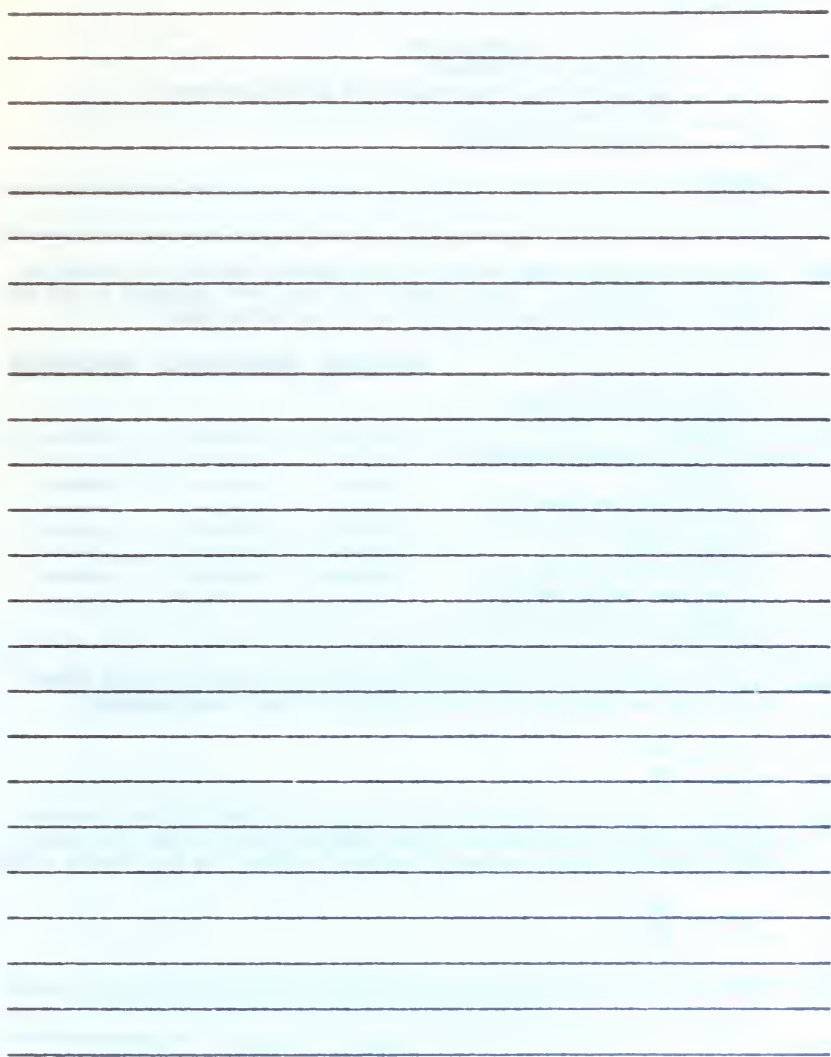
47. Have you gotten any ideas from this questionnaire which you intend to utilize or consider in the grooming of your subordinates?

- .1 ☐ Yes
- .2 ☐ No

48. Should a majority of the persons surveyed express further interest in this study, a tabulation of the questions with total responses will be mailed to the entire distribution list. Do you desire a copy?

- .1 ☐ Yes
- .2 ☐ No

49. Comment: _____



APPENDIX D

PROFESSOR OF NAVAL SCIENCE
NORTHWESTERN UNIVERSITY
EVANSTON, ILLINOIS

January 12, 1950

Dear Sir:

Enclosed is a questionnaire dealing with the field of in-service officer training and related factors. Its purpose is to ascertain collective views and experiences pertaining to the effectiveness or feasibility of such training in organizations of the Supply Corps. This research is being made with the recommendation and approval of the Bureau of Naval Personnel.

The October 1948 Newsletter has this to say about career planning in general: "It must be remembered that the career of a naval officer is a continuous selection process, not merely for promotion in rank, but for the day-to-day assignments of tasks and responsibilities". It is also true that the effectiveness of any organization depends upon the quality of its personnel; this being particularly true in the case of management and supervisory personnel. This study was prompted largely by the foregoing facts and also by the ever-increasing attention being accorded in-service executive training in industry today.

Distribution of the questionnaire has been made to a ten percent cross-section of Supply Corps officers throughout the naval establishment. The form of the questions posed is somewhat restrictive but they will permit greater accuracy of interpretation than would questions calling for a "free response". Conclusions drawn will be suggestive of general tendencies in the corps.

You will note that your identity is not called for, nor is any identifying information. You have my guarantee that information submitted will be kept strictly confidential and that the questionnaires will be destroyed after evaluation of the data.

Completion of this questionnaire for forwarding within one week after its receipt will greatly facilitate progress of this study. A self-addressed envelope is enclosed for your convenience.

Your cooperation in this matter will be greatly appreciated.

Sincerely,

V. P. GIULI
LCDR, SC USN

DATE DUE

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